

EDUCATIONAL

THE

REVIEW

# SCHOOL JOURNAL

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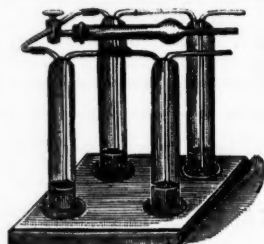
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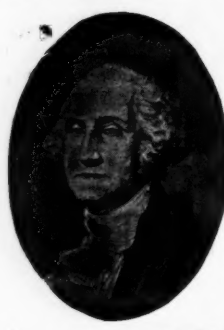
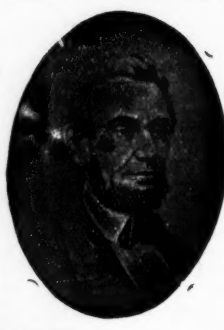
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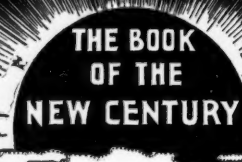
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

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No. 4

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## The Junior School Community.\*

By OSSIAN H. LANG.

The potentialities of the proposed school community plan are necessarily obscured and depreciated by our consciousness of apathy and fixity of habits on the part of adults. Tradition and prejudices of all sorts have built up walls of social separation that cannot be razed by disregarding them. The outlook is far more hopeful when a starting point is sought in an organization of the young people now in the common schools. They know no class distinction. They are the true democrats. Similarity of interests and tastes is what holds them together. If this hint were turned to practical account we would soon have junior school communities of infinite promise for the future. Unfortunately much of the good accomplished at school is lost again by allowing the children, after they leave school, to adopt the blankets and tepees of their forebears.

The best beginning, then, toward laying a secure foundation for the future school community is made if we organize and hold together the children who are now in the schools.

### Must Stand for Something Positive.

But what shall be the plan of organization? After much observation, study, and correspondence, and considerable experimenting extending over a number of years, I have reached some definite conclusions, especially on the negative side as to what should *not* be made the basis of organization.

To begin with, no *don't* association will ever be of much value—no anti-cigarette, no anti-saloon, no anti-swearing, no anti-league of any kind. In my opinion, all anti-clubs are an abomination. If there is anything to be fought it ought to be done with something positive, worth fighting for.†

### Sufficient Interests.

Furthermore, the positive object for which young people are invited to organize must be something *sufficient*, something that grows the more there is done for its attainment. It must also contain within itself the possibility of adaptation, and appeal to existing and developing interests. The society when formed must offer something to every individual member, something he can enjoy, something he believes worth doing and having.

### Young America Citizenship League.

An organization answering these various demands is

\*This is Part III of the series on "The Common School as a Social Center." Part I was published in THE SCHOOL JOURNAL of January 5; Part II, in the number of January 12.

†This applies also to the "vice crusade" now agitating New York city. The way to suppress vice is to substitute something better in the way of occupation and amusement. Where did the thousands go, formerly, who now crowd to the free lecture courses carried on under the auspices of the New York city board of education. Provide more entertainment of a healthy kind and there will be less occasion for "vice crusades."

the "Young America Citizenship League," chapters of which will soon begin operations in a number of schools.

Its three-fold object is:

(especially to awaken interest in local and national history,

1. To study the political and social duties and privileges of American citizenship.

2. To encourage and aid all efforts at self-improvement—literature, painting and sculpture, music, etc.)

3. To promote good fellowship and friendly co-operation among young people, thru social games and entertainment, mutual helpfulness, and development of a broad sympathy and neighborliness.

A monthly magazine called *Young America* was started last October to promote the establishment and aid the development of this junior school community, and thus to lay the foundation for the inauguration of the greater social movement. Being conducted on broadly educational lines and seeking to meet the predominant interests of young people, it is calculated to awaken and cultivate a desire for co-operation. Continuous self-improvement and a wish to aid in general social amelioration are made dominant principles. Suggestions for doing something useful with and for others are a feature. The invigorating sports and the plans for having fun described in its pages are all of a social nature. Each month the organization of League chapters receives special attention. The instructions in this department acquaint young people at the same time with parliamentary procedure.

### Organization by Committees.

The life principle of the league's existence is the organization of its chapters by committees representing various great interests. Every member of a chapter is expected to serve on at least one committee. The division of the work will be more fully explained next week.

### Committees as the Wardens of Healthy Interests.

The results of the labors of each committee is given recognition at general gatherings. Thus one committee will have charge of the meetings devoted to local history and geography; a second, of those set aside for the discussion of local government and the practical duties of American citizens; a third, of those given to nature study; a fourth, to those devoted to art, etc., etc., etc. There might be committees on photography, on out-door sports, music, literature, philanthropy, etc. An outline of the principal work that can be carried on by any chapter of the "Young America Citizenship League," will be presented in a later number. What has been said thus far indicates in a measure the practicability of the plan and the many advantages it offers not only from the social side, which is its chief object, but also as a means of training young people in self-sustaining and self-directing.

(To be continued.)

# Educational Opinion:

## *An Educational Review of Reviews.*

### Educational Democracy.

Democracy is to be the constructive force of the twentieth century, says Joseph Lee in an article in *The Ethical Record*. Education will stand as a supreme test. Institutions will be judged by their educational effect upon humanity. If an industry or a way of doing business is developing, ennobling, it will stand. If not, it will go down. The man and not the dollars will count in this century.

There are two principal forms in which a man finds expression and so acquires education—in his work and in his play, in his way of making money and in his way of spending it. The greatest service that can be rendered to education consists in making these two forms of education adequate and responsive to the soul.

The problem of making work adaptable and plastic to the spirit is the problem of the factory. Such is the minute subdivision of labor with modern machinery that the artisan can never again be creator or artist. What substitute can be provided? Plainly, if he cannot make the whole shoe, he must be made a sharer in the large personality by which the shoe is made. He must become a share-holder. He must have an interest in the industrial welfare of the whole shop. He must feel that the work is his work; that what the company achieves he achieves; that his faithfulness is making the name of the company known, thruout the civilized world, for its honest product. He is to be dealt with not as a parcel of hired muscles but as an associate, as a member of the team. Under such conditions his work will be educational.

Then, too, the educational possibilities of life outside of working hours will be studied. The developing power of rational expenditure of money is something that has never been fairly appreciated. Yet what it means to spend unintelligently, without sense of the value of money, is seen daily in the case of many of the wives and daughters of rich men. Time will come when the daughter of the millionaire will be allowed to earn money and to spend it.

The most vital means for the expression and development of personality thru expenditure is the furnishing of a home. We are learning to appreciate the value of home education for the child; but it does not stop with the child. Every chore our friend Benedict does around the house to the nailing up of the vine and the tinkering of the door handle—yes, to the very poking of the furnace—goes to make a better citizen of him. When he arranges pictures on the wall he is getting his little taste of art education. He becomes stamped with his wife's and his personality; it is the expression of them.

As an educational institution the home stands for general as opposed to special education. It affords a scope to emotions that are an essential part of every man, without which he leads a maimed and stunted life.

This sort of home education is now being furthered by the movement for suburban homes. Home life in the great cities is apt to degenerate into mere hotel or restaurant life. With improved means of transit it will be possible for every family to live in its own home.

A cautionary or rather a complementary statement is necessary. We are not going to become a race of pigs and pedants. Education is a noble word but it is not the noblest. It belongs to the world of means, not to the world of ends. The object we shall set before ourselves will not be self-development, but the service of those higher ends which the part of us which is not ourselves imposes. Humble, self-forgetting service—not the skilful nurture of our private life as final, but the willing and whole-hearted laying of our life on the altar of a larger purpose—is the attitude and blessedness for which we still must pray.

And this attitude for ourselves and others is to be not only the end but the means. For it is one of the paradoxes of education, as true now as it has always been, that "he that saveth his life shall lose it and he that loseth his life shall save it."



### Resources of the Community.

There is a distinct tendency to broaden out the meaning of the word *education*. Fifty years ago it included the schools; to-day it stands for a process that begins at birth and continues to the end of this life, if not beyond.

Using the word in this broad sense, Mr. Samuel T. Dutton writes in the *Educational Review* upon "Educational Resources of the Community." There are, he says, defects in modern civilization which we can look only to education to correct. The very preservation of society in the opinion of some students of history, depends upon adequate preparation for passing the crisis of civilization. Nation after nation in the past has risen to heights of learning, art, and statecraft only to succumb to the enervating influences of a highly civilized life. The hope of the future is that education will make the peoples of to-day less blind than were the nations of ancient and medieval times to the dangers which lie in their pathway.

#### What We Have in Stock.

It is therefore timely to inquire what are our educational resources and how we can economize them to the best advantage, so that the whole American people may become sensitive to their opportunities and earnest in their pursuit of a higher life; in short, how they may become truly educated.

Now it is evident that this has become a country of cities and large towns. People are naturally gregarious, and the conditions of industry have helped to bring them together in great aggregations. It is therefore possible to speak mainly of cities and towns in giving an inventory of educational resources.

These educational assets may be grouped into three general characteristics: (1) homes, churches, schools, and libraries; (2) newspapers, magazines, museums, the drama, industry and government; (3) the intellectual and ethical aptitudes of the people that can be quickened and influenced in the right direction.

In the first group we see four very great educative institutions:

The home, which in its ideal condition should be the most important of all, is not universally what it should be in our American life. In the home little children, plastic and impressionable, receive the early lessons that largely qualify the after life. Nothing is so much needed in America to-day as good homes.

The church ought to stand second only to the home as a purely educational force. In many ways the modern church is rising to its opportunities. The greater part of its work is educative work. Its weekly program presents a series of classes and exercises. The feeling is becoming common that "salvation" comes only thru education.

Of the school one need note only that it is no more secular than the church. Where sincere and consecrated teachers are endeavoring to bring out in the lives of the young, the best that God has implanted in them both the effort and the result are fit to be classed with those of the most devoted of the saints of earth. In a vast number of cases the teacher is essentially a missionary. The place which the library holds, and is destined to hold in our American life has not yet been appreciated. This is the people's university. Its doors stand invitingly open, leading to the accumulated wisdom and experience of the ages. As wages grow better and hours of labor



shorter, the library will become one of the great educational centers of the community.

Turning to the second group of influences we find the newspaper is already doing a large and significant work. The standard—both of news-getting and of newspaper writing—is slowly improving. The best magazines are all educational in their effect if not in their aims. Museums of art and natural history are getting into touch with the whole people. The drama is in a bad way, from its control by the Frohman syndicate, but it will sooner or later be improved. Nothing is better than the best in dramatic art and nothing is worse than the poorest.

Industry, the exercise of the suffrage, the assumption of civic responsibilities—all these things are great popular educators.

#### Unity is Needed.

Now if all the educational forces enumerated were working together, their power would be invincible; the trouble is that they do not work in harmony. Each institution has a sort of individuality, a persistence of type that seems to defy assimilation. Community life is everywhere hurt by prejudices, by the spirit of caste, by lack of catholicity. People have too little faith in each other. There is no lack of activity, but it is not of the sort that tells for permanent good. Too often there is opposition of forces; the lack of concerted action prevents unity.

This lack of harmony in communal life need not, however, cause discouragement. The spirit of civic pride is growing. In nearly every community there are some people who are capable of leadership and many who are capable of being led.

The majority of people are susceptible to influence. If in a given community proper leaders, inspired by high aims and ideals, get down to constructive work, great and good results may be accomplished. Whenever one reputable citizen, endowed with wisdom and farsightedness, sees a particular educational need and goes courageously to work to meet that need, he is sure to have followers. He soon becomes the center of a group of people who are ready to do self-sacrificing work.

#### Practical Results.

To speak specifically, what can be done in an intelligent American community of to-day to bring the great educational institutions of society into close co-operation? The narrow view that regards the church as responsible for one thing and nothing more; the school as responsible for another thing and nothing else, must be dispelled. How can this be done?

It is already done with a measure of success by such societies as those, twenty-five in number, which recently met in conference at Brookline, Mass. Brief reports by delegates showed that community work of very great value has already been undertaken. It appeared that while the primary purpose of the most of these societies was to improve the public schools, the field in which they have worked has been much broader than the schools. Nearly all have tried to educate the community thru lectures and discussions into a better understanding of the aims of modern education. Much attention has been paid to good citizenship. Parents' leagues have been formed and mothers' meetings reported. Schemes have been carried out for self-government in the schools and for affiliated organizations conducted by young people. School play-grounds and school decorations have received attention. Boys' clubs and the claims of the domestic arts have not been neglected.

The scope of this work can be illustrated by what the Brookline educative association has undertaken in the last two years. The child-study committee has regularly held mothers' meetings and has sustained a boys' club in a section of the town where it is needed. The lecture committee has conducted excellent courses of lectures. The art committee has secured for the schools a considerable number of gifts: Prints, drawings, and photographs. The music committee has provided organ recitals, summer open air concerts, and for one year sus-

tained a people's singing class. The science committee has gathered valuable household statistics relating to the ordinary expenses of home-keeping. The committee on physical training has investigated and reported on rules for good health, gathered interesting statistics concerning recess and swimming, and conducted a physical examination of a great number of children. The hygienic conditions of the school-rooms have been investigated. The school library committee has induced the town to provide in the public library a reference room for the especial use of public school children.

This recital of facts shows what has been doing of late in Brookline; a great deal of the same sort can be done and is now doing in communities less advanced.



### How Parents May Help Teachers.

A school-house will never, of itself, educate and refine a community, says Rev. Frank H. Palmer, associate editor of *Education*, in an article which is here condensed. It is one thing to furnish handsome buildings with the best appliances of the school supply houses, and quite another thing to make all this material equipment tell to its utmost in the development of human beings. Unless the school is a recognized part of the community outside, its influence will be slight. The home must everywhere work in harmony with the school.

How is this to be brought about?

In the first place there must be intelligent appreciation on the part of parents of the true aims and purposes of the school. They must understand that the object of education is not to stuff the pupils' minds full of facts as a doll is filled with sawdust. The practical studies are of great importance. Business men are right in thinking that a great hulking fellow of eighteen ought to be able to write a well-spelled letter and to add a column of figures without error. It is to the shame of our schools if they do not teach these bread-and-butter subjects effectively. But every parent ought to understand that education has a higher mission than the preparation of young people to be clerks and bookkeepers; that true education purposes to bring them to manhood with the judgment corrected, the affections purified, the taste elevated, and the ambition stimulated. It is the duty of the school to teach the individual to act aright in the presence of the unexpected and the critical; to perform the ordinary duties of life in a sane, systematic way. The habits must be cultivated in school.

It is not enough for the child to acquire knowledge in any way that comes easiest to him. There is a right way and a wrong way of doing almost everything. The disciplinary value of many studies of which the average person soon forgets the details consists in the training they give to the faculties of selection.

The parents, however, must do much more than appreciate the work of the schools; they must co-operate with it. They must study the phenomena of the three-fold nature of their child. He is body, mind, and soul.

#### The Physical Welfare of Children.

Now, they have a great duty in the care of the child's body, so that he shall go to the school fit for the performance of his tasks. The schools to-day are obliged to pay a great deal of attention to the physical welfare of children; the parents ought to do not less. It should be seen to in the home that children have a thoroly hygienic diet. Parents who permit the consumption of unlimited quantities of tea and coffee; who do not frown upon candy between meals and excessive allowance of pie and cake at meals; who habitually sit down to family breakfasts at which hot bread appears and to dinners that reek with greasy indigestibles—such parents have themselves to blame if their children do not get what they normally should from the schools.

In the same way physical characteristics should be studied by the parents. If a boy is irritable, whence comes his irritability? Is it from inherited nervousness or is it



from a disordered stomach? If he does not grow as he should, is he getting the right sort of out-door exercise.

#### Studying with Children.

Not only in the physical life should the parents seek to work in harmony with the school. Altho the teacher is in a general way supposed to attend to the intellectual development of the child, the best results will be gained only when one or both of the parents carry on some study with their children. It may not be much, so far as time goes, but it will count for much in creating a bond of common interest between parent and offspring. Such study is very easily arranged in these days of fascinating books. The parents can often with great profit to themselves and children take up some phase of nature study. The summer vacations are an especially favorable time for such work. The intellectual stimulus which the children receive from such companionship goes far toward giving them a firmer grasp on their school studies.

#### The Spiritual Nature.

It is hardly necessary to say that the spiritual side of the child must be cultivated at home. There, if anywhere, truthfulness, obedience, and personal purity can be imparted. The teachers at the school ought to *oblige* the parents to look out for these matters. If a boy comes to school with filthy person, he should be marched home to be washed up. If he lies or is disrespectful the sources of such moral disorder should be sought in the home. If tact and kindness appear to do nothing for the improvement of the home conditions, the child should be made to understand that at the school at least he will have to behave himself properly; and if he cannot be made to comprehend this, he should be dropped from the school and sent to a disciplinary institution. These extreme cases, however, will be very rare, if kindness and common sense prevail.

The third way in which the parents can assist the work of the school is by cultivating the acquaintance of the teachers. The relations thus established should be frank and sincere. In some communities it happens that the teacher never is called upon by a parent who does not come to complain. No notice is taken except when things go wrong. The good influence exerted by the teacher is taken as a matter of course; she gets never a thank you for it. But let her make a mistake and the chorus of condemnation is loud and deep.

Finally to get the school-house and the dwelling house into right relations, there should be an extensive multiplication of local school associations, to conserve the interests of the public school, to develop the true educational spirit in different neighborhoods, to unify the efforts of parents, teachers, superintendent, committee, citizens, and town fathers, with the end of making each particular school a center of the best and most efficient educational influences.

The presence of a public school-house in a given neighborhood should awaken in the citizens a new sense of civic responsibility.

### Certificates for County Superintendents.

The county superintendents in most of our states have had things pretty much their own way. The teachers are required to demonstrate that they have some ability to teach, while the county superintendent, who is officially their superior, is not compelled to demonstrate that he has any fitness for his office whatever. Now an effort is under way, according to Editor E. O. Vaile, of *Intelligence*, to secure of the Illinois legislature a law requiring candidates for the office of county superintendents to possess state certificates. These certificates are to be issued by a special board of examiners composed of the state superintendent and two associates.

Mr. Vaile is of the opinion that the cities and towns in all our states, excepting a few in Wisconsin, choose for the superintendents of their schools men of proved

fitness as educators. As a rule politics do not enter into the question. But the country schools which ought to have the benefit of the most experienced supervision, are put off, in all cases so far as the law is concerned and in too many cases so far as public sentiment is concerned, with such men for superintendents as the local exigencies of the campaign may bring to the front.

No man or woman should be eligible to the office of county superintendent who has not proved to the satisfaction of a competent board that so far at least as scholarship and professional reading are concerned that he is qualified to fill the place. No county superintendent now in office who is worthy of his position will oppose the passage of such a law. On the contrary, every person who deserves the name of educator will heartily encourage such action by the legislature. Of course, such a law could not be made retroactive even if any person desired to have it so. It could take effect only in the case of new officers.

### A Gap in Education.

"Education is the working of all forces that fashion a man during the plastic years, before his habits become fixed and his character determined." Such is the definition of education given by Mr. Henry D. Sedgwick, Jr., in his article "A Gap in Education," in the January *Atlantic*.

Mr. Sedgwick says that education can be divided into two parts: (1) the realm of subtle influences, pressing upon the human being like the atmosphere, impalpable and not to be controlled; (2) the domain of instruction, directly under the control of teachers and parents. The latter part of education ought to be entirely within the scope of educators.

As a matter of fact it is not. Current educational theory leaves out a whole series of correlated facts.

Take the case of a youth of an age from twelve to twenty-two. His education is very much talked of. Courses of study are carefully worked out for him by specialists. The proportion of time to be allotted to language, to mathematics, to science, is made the subject of investigation. It is purposed to train his imagination in such and such a way, to bring him out at the end of so many years an accomplished scholar, a good citizen, a Christian.

The youth for whom this education is planned is merely a convenient youth-of-straw, something quite different from the vigorous human animal of reality.

#### The Real Lad.

A boy is made up of mind and body. On the physical side he is influenced by the two great primal commandments, "Thou shalt live," and "Thou shalt multiply." Education seems to concern itself somewhat with the former commandment; the latter is ignored.

To live is to do and be what these excellent courses of study are planned for. Life is more than meat, more than raiment. It includes the cultivation of tastes and capacities; the arousing and the satisfying of a hunger for the beautiful and the true. The broad, orderly educational courses of to-day work in accord with the craving for life.

But the second command—how are the schools teaching proper obedience to it?—the subject is avoided. From the courses of study laid out in institutions of secondary education and from the general statements of their aims, one might suppose boys to be sexless. There is generally, in private schools at least, some vague assurance that boys will be carefully protected. Relying upon such assurances, fathers send their sons unwarned and unsophisticated to associate with their kind. The teachers are supposed by the parents to look after the morals of the boys. The teachers on their side will argue that a boy ought not to be sent to school without a knowledge of the temptations that are going to beset him and a determination to rise superior to them.

### Not in the School Program.

There are courses of instruction in every school and college that are not laid down in the catalog. Quitting their fathers, boys, with the proclivities of young animals strong in them, go to schools where temptations are always to be found. Outside, in the village or city streets, swarm prostitutes on the lookout for student victims. Within there are books, smuggled in if need be, which are full of perverted sexuality—Boccaccio, Maupassant, d'Annunzio. This literature is not prescribed in the English courses, but it is studied not less faithfully than Milton and Addison; and it results in a settled belief that what was intended to be a sacrament is merely a matter of physical pleasure; that modesty and purity are only priestly devices, fashioned by old men, unlearned in the ways of the world and ignorant of life. The whole man is too often spoiled by the perversion suffered in this period of adolescence.

### Modesty and Prudery.

Why then should there be false modesty upon this problem of education? Doubtless, the explanation is to be found in history. In the long struggle between decency and refinement on the one side and animalism on the other, it has seemed necessary that men and women should not even speak of the evils that they can correct in their own persons only by not dwelling upon them. In particular it has been felt that by keeping the young from a knowledge of the evils of the world, the period of greatest temptation can be safely passed. But, as often happens, the growth of virtues has been attended with a crop of analogous vices. With decency and modesty came shamefacedness and prudery. The time is certainly at hand when there may be plain speaking if occasion demands it, tho there still is error in plain speech, that is not needed. At any rate there are two types of fathers who should be aroused to a sense of their obligation to speak plainly to their sons.

### Negligent Fathers.

One is the refined, sensitive father who hates the idea of vice and imagines that in some way vice will appear equally odious to his children. He trusts to the power of general moral training, of platitudes concerning virtue, to keep the boy straight when the specific temptation comes. But the son goes out into a world where the immoral teachings, instead of being vague and unattractive are specific and alluring.

Then there is the coarse father who looks upon lapses during the period of adolescence as one of the provisions of nature. So long as the boy keeps up after a fashion with his studies and does not marry an actress, the father hopes that he will make merry in reason. Sometimes the son of such a man is ruined for his work in life; more often he is merely coarsened and brutalized, rendered incapable of anything high and noble.

### The Remedy.

Now, is there not some course of action for fathers in this matter. The boy's curious questionings concerning sex are bound to come. Who should answer them but his father? The animal nature cannot be hidden; the boy cannot be converted into a disembodied spirit. If facts are concealed from him, if he is led to suppose that sex is a shameful thing, an eagerness of puritan curiosity, a desire for forbidden fruit will spring up. The mighty force of sexual attraction, ready to work for good as for evil will be perverted towards evil if guidance and counsel are wanting.

It is time to change our attitude. Sexual passion is at the base of life; it serves the noblest ends; it manifests itself in poetry and religion; it makes our homes. Every day its uses appear in patience, labor, self-denial, and noble discontent. Should not the boy be taught to link it with the highest conceptions of nobility, aspiration, and divinity?

On the practical side he should be taught that the service for fourteen years of Jacob for Rachel is but a

type of the service that should be demanded of every noble youth. This is the proof that he understands the sacrament of union. His right to the great joy of love will not be proved until, like Jacob with the angel, he wrestle and will not suffer it to go from him unless it bless him. It is not necessary to wait until love has singled out a maiden; all the knightliness of boyish manhood should be called to arms at the first trumpet of passion. The youth should not imagine that he has arrived at a mere animal mating time; it is the great, solemn opportunity of his life.

Worldly wise people may shake their heads and say: "We are animals just as much as the simplest brutes from which we are descended. In this world life is one continuous struggle; the battle-ground shifts; but the battle continues; passionate animals cannot be bridled by sentimentality, however maidenly."

Yet such thinking is wrong. If in our animal nature we inhabit a world where the laws of gravitation and evolution are the explaining principles, with our minds we live in a world where ideas are dominant. Thought is ultimately the greatest moving power in the universe. The father, working upon the thoughts of his sons, can shape their lives.

It is no priestly chastity that should be preached. This great fact of life—sheer instinct in the breast, but in man uprisen into love—must be acknowledged to be divine and not bestial. Once this truth is believed, no father will let his son go into the world untaught; he will himself teach his son the greatest of all miracles of life, how a brute fact has been made holy. Then will the son go forth conscious of all the obligations of love.

### Guessing at Words.

Exactness in the use and comprehension of words is rare among pupils, much rarer than would be the case in most school-rooms if the dictionary were employed more liberally. An excellent illustration of this fact is given by Mr. James Buckham, in a recent number of the *Well Spring*. A school board member who was visiting a grammar school in his city remarked to the principal that he had not seen a single pupil consult the dictionary. He asked if it were not understood that they had access to it as often as they chose.

As a class in reading and English composition was called up for recitation, the school commissioner asked permission to catechise the pupils on the meanings of some familiar words found in the lesson. The result would have been amusing had it not revealed such a lamentable state of ignorance among boys and girls otherwise intelligent and well posted.

"Bleak" was the first word that came up for definition, and the hand of nearly every pupil in the class was raised for permission to define it. The questioner smilingly called for a definition in unison, and the room rang with the unanimous reply "Cold." Astonishment and chagrin were depicted on every face when the questioner shook his head. "Why, it must mean that!" objected a little girl timidly but eagerly. "It comes that way in every sentence, and it looks so cold it almost makes me shiver."

"How about Dickens' Bleak House?" laughed the gentleman. "Did you suppose that meant cold house?" "Yes, sir," answered the girl hesitatingly.

The next word, "lurid," evoked a wide range of interpretation. Not one of the class had ever looked it up, but each had a distinct and confirmed guess as to its meaning. The one who guessed nearest answered "cloudy." But none seemed inclined to paint the word in colors dark enough to express its real meaning.

Finally the school commissioner gave out for definition a number of words in common use, whose sound or appearance would be likely to lead a random guesser astray. (The results were almost pathetic.) "Archaic" was defined by a bright-looking girl as "pertaining to an arch." Another pupil ingenuously confessed that h had



always supposed a "tapster" was a drummer! Livid was defined as "yellow or bilious;" fatuous as "something that happens according to fate;" felony as a "disease of the knuckles;" monster as "anything very large;" augury, "a place to keep boring tools;" weird, "skinny and tall;" sough (which the class united in pronouncing sôw), "to roll in the mud," etc., etc.

Laziness is generally the reason why young people do not look up words that are new to them, but the habit of guessing at meanings is disastrous and should not be allowed by the teacher.



### Machine-Made Books.

The demand for "more reading matter" in the schools has led to the preparation of a great many text-books which may properly be called "machine-made." They are not literature in any sense of the word. If mere vocabulary building, combined with parrot-like repetition of words in meaningless sentences were desirable, these conglomerates would be admirable.

A "Parent" writing for *School and Home Education* gives some concrete illustrations, first, of reading that appeals to the interest and taste of the child; second, of the kind of material for lesson padding, that may be wire-drawn from these beautiful lines by running them thru a sort of verbal permutation mechanism.

These are lines that any normal child, with a beautiful and appropriate picture before him, would enjoy:

MY RABBIT.

Long ears,  
Pink eyes,  
Feet that jump and run;  
Short tail,  
White coat,  
Pretty Bunny-bun.

What follows is the "More Reading Matter," from which the same child would turn in disgust. The sentence mechanic pours the lines into the hopper of his prolific word mill, turns the crank, and grinds the grist:

MY RABBIT.

I see ears.  
I see eyes.  
I see long ears.  
I see pink eyes.  
I see long ears and pink eyes.  
I see feet.  
I see feet that jump.  
I see feet that run.  
I see feet that jump and run.  
I see a short tail.  
I see a white coat.  
I see a short tail and a white coat.  
I see Bunny-bun.  
I see pretty Bunny-bun.  
Pretty Bunny-bun is my rabbit.  
Has the rabbit long ears?  
The rabbit has long ears.  
Has the rabbit pink eyes?  
The rabbit has pink eyes.  
Has the rabbit long ears and pink eyes?  
The rabbit has long ears and pink eyes.  
I like a rabbit.  
I like a rabbit with long ears.  
I like a rabbit with pink eyes.  
I like a rabbit with long ears and pink eyes.  
Has the rabbit feet?  
Yes, the rabbit has feet.  
Can the rabbit jump?  
Yes, the rabbit can jump.  
Can the rabbit run?  
Yes, the rabbit can run.  
The rabbit can run.  
The rabbit can jump.  
The rabbit can run and jump.  
The rabbit can jump and run.  
The rabbit has feet and can run.  
The rabbit has feet and can jump.

The rabbit has feet and can run and jump.  
The rabbit has feet and can jump and run.

I like to see a rabbit with feet.  
I like to see a rabbit run.  
I like to see a rabbit jump.  
I like to see a rabbit run and jump.  
I like to see a rabbit jump and run.

Has the rabbit a tail?  
Yes, the rabbit has a tail.  
Has the rabbit a short tail?  
Yes, the rabbit has a short tail.  
Has the rabbit a coat?  
Yes, the rabbit has a coat.  
Has the rabbit a white coat?  
Yes, the rabbit has a white coat.  
The rabbit has a short tail and a white coat.

I like to see a rabbit with a tail.  
I like to see a rabbit with a short tail.  
I like to see a rabbit with a coat.  
I like to see a rabbit with a white coat.  
I like to see a rabbit with a short tail and a white coat.

My little rabbit is Bunny-bun.

Bunny-bun has long ears.  
Bunny-bun has pink eyes.  
Bunny-bun has feet.  
Bunny-bun can jump.  
Bunny-bun can run.  
Bunny-bun can jump and run.  
Bunny-bun can run and jump.

Pretty Bunny-bun has long ears.  
Pretty Bunny-bun has pink eyes.  
Pretty Bunny-bun has little feet.  
Pretty Bunny-bun has a short tail.  
Pretty Bunny-bun has a white coat.  
Pretty Bunny-bun has long ears and pink eyes.  
Pretty Bunny-bun has a short tail and a white coat.

Etc., etc., *ad libitum*, all but *ad infinitum*.

The above sample of machine-made "material" for young readers is no great exaggeration of what is provided for them in some modern reading books. This specimen illustrates the mode of its construction and the real character of the product. As may be seen by a superficial observation, it is worked out by a sort of automatic, nickel-in-the-slot process. You put in "words" and pull out what, by courtesy, may be called "sentences." Set the machine going and fill your book with "lessons" while you wait!

The utter unfitness of such verbal output for any sane educational purpose is perfectly apparent to all who have the slightest conception of the right use of language. Its absurdity ought to be its own quick condemnation. It is a travesty on literature; an insult to the intelligence of a six-year-old child. The natural disgust of children for verbal inanity is well-known to intelligent observers. This knowledge ought to protect them against a silly deluge of words in their reading books.

It is unfortunate for the children that these combinations of words are so easily produced. By a trick of verbal permutation, almost any amount of what Dr. Eliot, of Harvard, calls "ineffable trash" like this may be produced in short order, and, while it may please the thoughtless and those wedded to formalities, it must make the judicious grieve.

A first reader for children must be judged by what it contains. A first reader good for children must contain *good literature*. That must be the prime consideration. But good literature is not the only consideration, for, in the vast realm of literary material, there is but comparatively little within the experience of, and adapted to the growth of little children. The second consideration, therefore, must be *Child-Life Interests*. Such books must contain, not only good literature, but that particular form of good literature which is within the range of the child's interests.

The false notion that learning to read is merely the gathering of a vocabulary, has done more harm, perhaps, than any other foolish idea that has entered into methods of teaching children to read. The reading matter pro-



duced as a result of such a method is deadening to all interest on the part of the child. This is the greatest injury that could possibly be inflicted upon a young learner. It means a reversal, or perversion, of normal development in the place of activity born of natural interest. It means dull, dreary, monotonous word-learning. Colonel Parker is not too strong in his condemnation of "word-learning" when he speaks of it as an "educational crime." Read his article in *THE SCHOOL JOURNAL* of Nov. 17, 1900.

"Learning to read," instead of being a drudgery, should be a delight. The right kind of child-literature makes it a delight; the wrong kind, verbal padding, makes it a drudgery.

From artificial, devitalized word-groups, specially prepared for him, without regard to his inclinations, tastes, or wants, the child, fortunately, turns instinctively away. It should be taken as a sign of hope and encouragement that the child seeks, with joyful interest and abounding delight, a rational, spontaneous expression of his own interest, thought, and feeling, in pure and simple language.

The *literary form*, therefore, of a first reader, is its essential feature. It is a "self-evident truth" that the child learns to read by reading, and that he learns best to read by reading something worth reading and which is within the range of his own experience, interest, and growth.

It has been observed with great regret by many parents that, in the matter of personal interest and natural expression, their children often retrograde in reading soon after they enter schools. With beginners, this is especially marked. From a bright, lively, natural style of expression, they soon fall into a dull, machine-like monotone. No doubt one of the chief causes of this lamentable result is the character of material which the children are set to con and read. If there is nothing of child-life interest to express, there can be no child-life expression. If the lessons he reads are full of interest to him, the young reader will express this interest with life and spirit. The feeling, the appreciation, the idea, the thought, must all be back of the word symbols employed in the text.

Trivial ideas, or notions, expressed in set, weakly phrases, are a bane to interest and growth. There must be some spontaneity of thought and feeling and a corresponding naturalness of expression. The "thought-content" principle must prevail in all study of language and in all language teaching, in order to secure the best results. This vital element in the scientific teaching of English grammar, which is taking such strong hold upon progressive thinkers and teachers, applies, with more than equal force, to the teaching of reading, from the first day at school to the last. It is the only theory and practice that will redeem primary reading from the low state into which it has fallen in so many schools; *thought*, clear, clean-cut, sensible, child-like *thought*,—not weak, childish drivel,—in child-like language of literary tone, color, and finish.

In this, as in most other matters, half the battle is in a right start. Start the child in good literature, give him a taste for it by providing it for him within his interests, and growth in both interest and taste for the best that literature affords will be abundantly assured. "Show me what he feeds on, and I will tell you the kind of animal he is," is a saying easily understood and easily accepted by those who are observing. The mental caliber, likewise, is determined, by what the mind feeds on.

Charles Dudley Warner puts this matter in his striking way. His words are well worth pondering. He says that, "Good literature is as necessary to the growth of the soul as good air is to the growth of the body, and it is just as bad to put weak thoughts into the mind of a child as to shut him up in a room that is unventilated."

## German Industrial Progress.

Under the caption "Where the German Beat Us," *The Schoolmaster*, the leading English educational paper, has a valuable article recording the observations of an English investigator in Germany and Austria.

The writer comes back to England a firm believer in technical and trade education. He has learned to see that English education is still too bookish. In the British cities the schools are busy hatching out "mere clerks," and not very good clerks at that, for they lack the breadth and intelligence of the same class of young Germans.

If you wish to see modern education of the most practical kind, go to the Royal Technical college at Berlin. There may be seen officers in the army and navy working side by side with the clever *Volksschule* boy who has passed up step by step to the Technical university. Here are 3,400 students, 140 professors, and 260 assistants. Here was engendered the skill that made possible the *Kaiser Wilhelm der Grosse* and the *Deutschland* on an ocean where a few years ago the Germans had not a single first class ship. In this school nearly a hundred places are set aside for poor scholars who have proved their capacity, and to these, as to the son of the richest noble, is open the great library of 75,000 volumes, all on technical subjects, the reading-rooms supplied with every important periodical in the world, the laboratories, the eight testing-rooms.

This school is the direct result of the teaching of commercial geography which about twenty years ago opened the eyes of the Germans to the value of direct communication with their customers and convinced them that a nation ought to build its own ships instead of buying them.

### Compulsory Continuation Schools.

From Berlin the traveler went into Prussian Poland. There in towns whose names are not known to English-speaking people are found everywhere excellent trade schools. One of the interesting features of the work in this region is the system by which every apprentice, between the ages of fourteen and eighteen is by law required to attend school two afternoons in the week. Employers are thus bound to see that their apprentices learn more than what is taught by the practice of the shop. The girls, too, are all required to take instruction in dressmaking, millinery, darning, cooking, housekeeping, drawing, and painting.

Across the border in Russian Poland, tho the world does not move so rapidly in Russia as in Germany, some magic developments were seen to be in progress. Especially at Lodz, which has increased its population in seven years from 126,000 to 350,000, there are schools and technical institutes in abundance.

At Breslau in Saxony, a town of 400,000 inhabitants, it was found that the municipality under the policy of decentralization which prevails in Germany, is building up an original and remarkable system of trade schools. The list of educational centers in this city includes an architectural school, engineering, trade continuation, trade commercial, agricultural schools; a *Handfertigkeits* (handicraft) school for young beginners; an *Innungsfach* school, where trades of all kinds, including hair-cutting, are taught; and the Royal art school, while a new trade school is about to be built at a cost of \$200,000. The school fees are low thruout and may be remitted in case of needy students.

Again at Görlitz, a city of 80,000 people which twenty-five years ago was a struggling hamlet, the effect of education is apparent to the most casual visitor. Fine buildings, well laid out streets and parks, artistic statues and monuments, delightful suburbs everywhere, mark the effect of sagacious expenditure for education. The schools are carefully adapted to local requirements. The Royal building school, for the training of carpenters

(Continued on page 95.)

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JANUARY 26, 1901.

### Weneeda Superintendent.

The city of Milwaukee advertises that it will choose a superintendent for the term of three years commencing in March, 1901, and that "applicants for the position are requested to file their applications" with Mr. Henry E. Legler, secretary of the local school board, before March 1. This certainly is a unique way of barring out men of high standing and national reputation, who will undoubtedly regard the handing in of bids for the advertised place as beneath them. The number of desirable candidates might be still further reduced if the school board would follow up this scheme by placing its announcement with some skilled advertising agent who could have a large poster travel thru the country with "Weneeda Superintendent" inscribed on it. How this would have pleased the late lamented Phineas T. Barnum.

The serious side of it is that Milwaukee really needs a first-class superintendent, able to grapple with its own peculiar problems. There are a few men of the right caliber in the East. All things considered, Dr. W. N. Hailmann, of Dayton, Ohio, is probably the man best fitted for the place. Under his leadership, the Milwaukee school system would receive a decided uplift. The qualifications of Supt. E. B. Neely, of St. Joseph, Mo., and Supt. W. H. Elson, of Grand Rapids, Mich., should also be carefully considered. The school board ought to instruct its secretary to write to all the best superintendents in the country, telling them what the city will offer in salary, and asking them whether they would accept the Milwaukee superintendency if it should be offered them.

### N. E. A. at Detroit.

Active preparations are going forward for the entertainment of the N. E. A. at Detroit. Mr. James E. Scripps has been named as general chairman of the local committee; W. H. Elliott, as chairman of the finance committee; George H. Russell, as treasurer; D. J. Campan, as chairman of reception committee; Assistant-Supt. O. T. Frederick, as chairman of general executive committee.

### Educational Creeds.

During the past ten years it has occurred to many thoughtful people that educators have no well settled beliefs. True, there was a general understanding that children should come to school early and regularly, should sit still and study their books when there, should not whisper, catch flies, or throw paper wads, and, finally, if possible, go to college. As to the studies themselves there was until twenty-five years ago, scarcely any disagreement. Reading, writing, arithmetic, spelling especially, and grammar must be mastered if a right speaking and writing of the English language was to be obtained. It came about that many very thoughtful persons began to consider the subject of education in a broader manner, and in 1896 a number of these were requested to write out a statement of their conclusions. The replies were published the next year under the title

"Educational Creeds." There is very interesting reading in the volume, tho it may be a disappointment to that class who think that all educational thought can be summed up in a course of study; an opinion firmly held to by a majority of school superintendents.

Prof. John Dewey, of the University of Chicago, is one of those who gave a summary of his educational ideas in the form of a creed. He says:

"I believe that all education proceeds by the participation of the individual in the social consciousness of the race. This process begins almost unconsciously, almost at birth, and is saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions. Thus the individual gradually comes to share in the intellectual and moral resources which humanity is getting together. He becomes an inheritor of the funded capital of civilization. The most formal and technical education in the world cannot safely depart from this general process. It can only organize it or differentiate it in some particular direction.

"I believe that this educational process has two sides—one psychological and one sociological; and that neither can be subordinated to the other, or neglected without evil results following. Of these two sides the psychological is the basis; the child's own interests and powers furnish the material and give the starting point for all education."

Now the possession of a creed does not necessarily bring in new studies or lengthen or shorten the time given to them, but it does change the attitude of the teacher toward the pupil. A great change has already taken place. The pupil is no longer regarded simply as a passive recipient whose office is to learn certain things out of certain books. The consideration of the "psychological side" referred to by Professor Dewey has led to the new departure in education commonly known as Child Study. It may be affirmed that child study will eventually form a part of all educational creeds in the future. There is not a thoughtful teacher but has found himself asking the question, as he stands before a school-room of pupils, "Why are these children here?"

### Why Mr. Frye Resigned.

Mr. Frye has given out his reason for resigning his position as superintendent of schools in Cuba. He objected to the new school law which made a figure-head of him. While Mr. Frye was in the United States last spring preparing for the expedition of the Cuban teachers, a military census of the island was taken, the figures of which did not agree with those of Mr. Frye's reports. The discrepancies were satisfactorily explained. They arose from a confusion between two Spanish words,—*aulas*, meaning school-rooms, and *escuelas*, meaning school-houses. Yet in spite of the explanation, in apparent assumption of fraud, a new school law was drawn up to supersede the one prepared by Mr. Frye only two months before. Mr. Frye was not even informed of the preparation of a new law until after it was promulgated. Then he protested against it and demanded certain changes. As these were not made he resigned.

### Aid from Pupils.

The idea once prevalent in the school was that the teacher was the all-sufficient influence. Ralph Waldo Emerson revealed himself as a shrewd observer when he declared that the molding was done by the pupils, not by the teacher. Mr. Ray, a principal in Chicago, perceiving the immense influence of the pupil himself, built up a system of management in which the pupil is a conspicuous figure.

Let it be recognized at the outset that the pupils themselves are the means by which the great ends aimed at are to be reached in school. Let it be borne in mind that the information gained in arithmetic, etc., consti-



tutes but a small part of the benefit the pupil receives.

Let us consider this larger half of the benefit the pupil receives by going to school. He is one of a number; how to conduct himself as one of that number is what he is to learn. A man in this country must be something besides a farmer or a merchant; he must be a citizen, a neighbor, a voter, an office-holder, a law maker, and all the way along an influence in upholding institutions of which he is a part. A boy in school must be looked at as holding a similar position. It is in occupying positions in the school republic that he learns the "larger half" alluded to above.

Here is a short account of the practice of the writer for many years. The school contained both boys and girls. On Friday of each week "Officers of the Day" were chosen, the teacher nominating; there was a book on the teacher's desk detailing the duties of these officials; each had a badge. They noted the attendance, permitted absence from the room, saw to the order, the ventilation, the blackboards, sent out the pupils at recess, got them back in again, arranged for the music at the opening exercises, met visitors, reported matters to the teacher, looked after any disturbances. They had a general charge of the details, leaving the teacher to confine his efforts (apparently) wholly to teaching; in reality he employs these officers to manage these details, not because he cannot do it himself, but to give them needed culture.

There were frequent meetings of the officers with the teacher; a book contained memoranda of the election and other doings; these were very brief. One was secretary.

In this school of one hundred and fifty pupils there were three boys and three girls as officers; they were first, second, and third officers respectively; the work was divided among them. They could call upon other pupils for assistance, if needed. They had no power to strike or compel. They could be re-elected for a second week or more. They could be removed from office for misconduct or neglect of duty.

After many years of experience the writer feels that he would not part with this systematized method of enlisting the aid of the pupils in carrying on the work of the school. His successor felt obliged to say that there was scarcely any need of a principal, that "things ran themselves." The selection of the first officer from the highest grade was of itself a powerful incentive to the lower grades.

#### The Hedge School-House.

The hedge schoolmaster has long since disappeared from Ireland, but the traditions of his existence are still preserved. A writer in *Donahoe's Magazine* describes the impromptu school-house which the peasantry, animated by the Irish love of learning, built for the teacher whom a hostile government denied the privilege of a proper structure. A deep dry ditch by the roadside was usually selected for a site. At the side of the trench the builders dug an excavation of the requisite area, so that the clay formed three sides of the inclosure. This saved the trouble of building walls. Then the fourth side, or front side wall, with a door and two windows, was built of green sods laid in courses, while similar sods raised the back to the required height and pointed the gable ends. The roof timbers were formed from young trees and wattles, bound together with withes. Over these were spread brambles and a layer of "scraws," or slabs of turf. Finally, above these, came a thatching of rushes. The earthen floor was carefully leveled and a pathway made to the public road. Then the hedge school-house was ready for business.

#### One Way of Getting Rid of Them.

There is considerable of a moral in this little squib from *Tidbits*:

"Why did you give that teacher you sent us so good a character? The fellow is perfectly useless!" observed the chairman of one Scottish school board to the chairman of another. "Eh, man," was the reply, "ye'll hae to gie him a far better character before ye get rid o' him!"

#### To Recipients of Sample Copies.

The publishers send out each week a few sample copies of *THE JOURNAL* to persons they believe to be interested in understanding the educational ideas and movements of the day. They publish it in the firm belief that such a paper is essential to the intellectual and professional equipment of a numerous body of men and women engaged in teaching; and essential also to the official who is set over the teacher to direct his work.

Twenty-five years ago the prevailing spirit of the educator holding a prominent position was that there was nothing more for him to learn; and hence he looked on *THE JOURNAL* as a superfluity. But a change has taken place; the really strong educator of 1900 feels that there is nothing concerning education that he ought not to know. He sees that it is a science; that it is imperative for him to think steadily on educational problems.

*THE JOURNAL* is planned specifically and (almost) regardless of expense to meet the needs of those who have not "died at the top," as Prof. W. T. Harris so neatly states it. The publishers believe that a constant reader of *THE JOURNAL*, year after year, has a fitness and preparation for his work in the school-room or office that places him in an advantageous position; he has something to fall back on besides a generality; he has the conclusions that men of the highest rank in education have formed.

One of the great drawbacks in the educational profession is that the teacher thinks (often) only of his own opinion; he does not know at all what conclusions have been reached by men who are really great in the profession. This is not so in law, medicine, or theology. The great men in these fields are held in esteem and their opinions are revered.

The attempt has been earnestly made to conduct *THE JOURNAL* on large and broad lines. It has labored for a quarter of a century to have *Teaching regarded as a profession*, and those who understand the history of those years are aware of the great work it has accomplished.

It is, therefore, to the educator or official who wants to know the educational ideas and movements of the times a periodical worth having, worthy of steady and careful perusal.

The publishers feel they have a right to expect the patronage of this class of persons and send out this sample copy, with expectations of an order for subscriptions.

#### Education of Women in Spain.

By the last census it was shown that sixty-five per cent. of the women in Spain are illiterate. Not only among the lower classes but even in families of some position and refinement it is not uncommon for the daughters to grow up without even a rudimentary education. In view of this backwardness it is interesting to note that the first college for women Spain has known is about to open its doors and that it is founded under American auspices. Since 1882 Mrs. Alice Gordon Gulick, an American woman, has been teaching in Madrid. In 1892 she secured the organization in Boston of the "International School for Girls in Spain." This has had a marvelous success and is now about to become a woman's college of the American type, with full curriculum. Mrs. Gulick has recently been in America and has raised \$50,000 toward her enterprise.

#### Hospital Books and Newspapers.

The twenty-sixth annual report of the Hospital Book and Newspaper Society calls attention to the valuable educational work that is being done thruout the country by the society's plan of free distribution of books and magazines. Literature is sent out regularly to sections of the country which are without libraries, and to hospitals and insane asylums which are unable to provide reading matter for their inmates. In institutions for the care of the insane something to read is always a great desideratum.

The material is collected in various ways. Thruout New York city there are boxes marked, "For the Sick



in Hospitals." Several publishing houses, notably the Century Company, Harper & Brothers, and E. P. Dutton & Company make regular contributions. A great many special donations of books are sent to the office of the society in the United Charities building, New York. It is hoped that the number of these last can be greatly increased.

The re-election of Senator George Frisbee Hoar, of Massachusetts, by the unanimous vote of his party combined with the votes of several Democrats, who delighted to honor him, is one of the most encouraging things that has happened recently in political affairs. It shows that the state which spends the largest amount per capita for education is also the state that soonest breaks loose from petty political partisanship. Senator Hoar stands opposed to many of the plans of his party, but because he is a large-minded intrepid statesman, his party returns him to his position without a dissenting voice.

North Dakota has passed a constitutional amendment providing that an educational qualification may be prescribed for electors. Henceforth voters must satisfy boards of registration that they are able to read the state constitution in the English language. The measure is said to have grown out of apprehensions caused by the influx of foreigners.

The total value of the gifts to Harvard university in the year 1900 is announced to have been \$531,519.

Another gift by the prince of givers. This time it is Conneaut, Ohio, that gets a library building, to cost \$100,000, from Mr. Andrew Carnegie. The only condition attached is that the town shall maintain the library after it is built. Conneaut is the town selected for the location of the new tube works of the Carnegie Company.

The religious problem appears to be giving trouble in the Philippines. Representatives of the *Central Catholic* are persistent in demanding religious instruction in the schools. They bring forward indubitable proofs that the majority of Filipinos want such instruction for their children, and that native teachers would be more acceptable than Americans. Meantime it looks as if Supt. Atkinson's request for some \$1,600,000 for the year 1901 would be cut down to a very small figure.

Dr. George E. Howard, head of the department of history at Leland Stanford, Jr., university, has resigned. His resignation is reported to be due to his championship of the cause of Dr. Ross, who was forced out last November under orders, it is said, from Mrs. Stanford for attacking the management of certain vested interests in California. Dr. Howard was very popular as a teacher and as a man in the university circles.

England's probable loss of commercial supremacy and the rapid advance of the United States to the front rank continues to be an international subject of discussion. Some remarkable explanations are appearing. One English writer lays great emphasis upon the fact that the American spoiled child has been misjudged; disagreeable as he is in his youthful pertness, he gets from his habits of familiar association with his elders a capacity for affairs. He learns his father's business before his face is rough.

This is certainly interesting, but it can be only one of very many contributory causes. And in the same category we must put Mrs. Mary H. Hunt's contention that the instruction in the public schools regarding the effect of alcohol in the human system has done it. Undoubtedly the sobriety of the average American workingman and his employer has played its part in the international contest. It is an unfortunate fact for England that the consumption per capita of liquors is greater in the British isles than in any other civilized country. But Germany is close to England in this regard, and Germany is not to be regarded as decadent.

Of course in reality the situation is exceedingly complicated. The value of American education is generally

and adequately recognized by all the authorities. Another determining factor of considerable importance that few writers seem to have taken into account is the racial admixture in the United States. The most progressive and vigorous communities, industrially speaking, in this country are those in which the population is most cosmopolitan. We have been singularly fortunate in our absorptions. Even the latest migrations, these Italians, and Huns, and Syrians, have come in the nick of time, for their presence has made it possible for the better educated Americans to give up their energies to the work of superintendence.

Prof. Pickering, of the Harvard observatory, denounces the newspaper reports that a signal from Mars has been observed. The facts in the case are that early in December a telegram was received from the Lowell observatory in Arizona announcing that a shaft of light had been seen to project from Mars, lasting seventy minutes. The phenomenon was inexplicable, but there was absolutely nothing to indicate that it was a signal.

Upon receipt of the message, Prof. Pickering immediately called to a German observatory in accordance with an agreement whereby news of discoveries is exchanged. The European announcement did the mischief. At once the sensation mongers spread the story that the Martians are signaling to the Tellurians. Fiction got in its work. It was stated that the light emanated from a particular point on one of the Martian continents. Nothing of the kind is known.

A Columbia professor, Mr. Michael I. Pupin, has invented a new system of submarine cables which will make telephonic communication between Europe and America a possibility. Hitherto what is known as the "resistance" of the ocean has made submarine telephony out of the question. Nothing but a blur of sounds has resulted. Prof. Pupin discovered that by putting little induction coils at intervals of about one-eighth of a mile the transmission can be so hastened that the ocean resistance will be nullified and the oral message delivered with perfect distinctness.

It is given out that Pros. Pupin receives from the American Telephone and Telegraph Company \$400,000 in payment for his invention, as well as an annual salary of \$7,500 during the life of the patent.

An act of the New York state legislature, approved by the governor, April 22, 1898, made it incumbent upon the state superintendent of public instruction to prepare for the use of the schools a program providing for a salute to the flag at the opening of each day of school and for other such patriotic exercises including the observance of days of national interest. The fruit of State Supt. Charles R. Skinner's labors in this commission—it was one of his own seeking—now appear in a magnificent *Manual of Patriotism*, for use in the public schools of the state of New York. The actual editing of this work was done by Mr. William K. Wickes, principal of the high school at Syracuse, who has certainly made and arranged his selections with great skill and perspicacity. A surprising wealth of good material has been brought in service in the illustration of patriotic ideas. There are appropriate exercises for Memorial day, Washington's birthday, Lincoln's birthday, and Flag day; selections covering various abstract ideas, and a ceremony of the "Transfer of Flags."

Appended to the selections is a calendar arrangement of the important dates in American History, compiled by Prof. Isaac H. Stout.

The greatest credit is due to the New York Department of the Grand Army of the Republic and in especial to Supt. Skinner for the energy with which this patriotic manual has been pushed. Distributed freely among the schools of the state it is sure to inspire teachers and pupils with a deeper and more abiding sense of the value of our national heritage. Never in our national history was there more need of civic virtues and of true patriotism than at present. Such a book as this will help to preserve the spirit of democracy. It is, on the whole, very free from mere flamboyancy of patriotism; the speed eagle is not given a particularly prominent place; nor is the dove excluded.

## Letters.

### The Day of Prayer for Colleges.

For nearly eighty years the last Thursday in January has been observed among the Congregational churches as a day of special prayer for colleges and higher institutions of learning. The movement grew out of the long-established conviction among Congregationalists of the essential and permanent relation existing between religion and education. Almost the first act of the early New England colonists was to found a college, and among the heaviest taxes which the settlements first laid upon themselves was that for education. They not only planted district schools in every hamlet but they required that every community above a certain size (if our memory is correct, six hundred inhabitants) should provide a high school competent to fit its boys for college. With the pouring of settlers from New England into the new West at the opening of this century, the question of the higher education assumed new proportions. The institutions of learning had grown, in the course of the years, into the colleges which are now so characteristic a feature of our American life. The steady aim of the Congregational body has been to secure at least one in every state and territory. As a matter of fact they have established many more than this. Other denominations of Christians have followed in the same path. The cause lay firmly upon the hearts of the people. It was natural, therefore, that very early in the movement there should be a call for united prayer for God's blessing upon the new institutions and those who were engaged in their work. This led to the establishment of the Day of Prayer for Colleges, which, while in the multiplicity of interests in later years it has fallen into some neglect, has nevertheless a notable history, and is still widely observed.

Few realize the condition into which religion had fallen in this country at the close of the last century. In the class of 1800, at Yale, but one member acknowledged himself as a Christian; at Bowdoin religion was connected with the college only in the person of the president; at Williams there was one professor of religion in the first freshman class, and none in the higher classes. French infidelity and French liberty had poured into the young life of the country like a flood, and seemed to sweep everything before it. Drinking was practically universal. With the opening of the century new interest arose. President White re-established religion at Yale, and powerful revivals swept over the whole of New England. With the institution of the Day of Prayer for Colleges, revivals became constant. And the newer colleges in the West have been marked with a steady religious influence, so strong that their standard of growth has been notably high and the number of men from them going into the Christian ministry has been larger by far in proportion to the number of students than from any other institutions in the land. Special services have always been held on the Day of Prayer, and in most cases the ordinary literary exercises have been suspended. This custom is still maintained in many colleges, tho in some the day is only observed by some extra services. Its history is so remarkable, and its influence upon the life of thousands of young people has been so powerful as to leave no room for question as to its importance. It would be well if all the higher institutions of learning could have regard to it, and in Christian homes throughout the land united prayer should be offered for both teachers and scholars, upon whom to such large extent the whole religious as well as intellectual life of the country depends.

New York.

REV. HENRY A. STIMSON, D. D.

The program arranged for the meeting of the Department of Superintendence at Chicago, Feb. 26-28, indicates that the meeting will be one of the most important in the history of the N. E. A. There ought to be a rousing good attendance.

### A Great Loss to Brooklyn.

I have no doubt that THE SCHOOL JOURNAL will contain a suitable reference to our late brother principal, Dr. C. R. Abbott, as it takes pains at all times to magnify the teacher's office. Dr. Abbott was beloved by all who knew him; he was an amiable man and a true gentleman. All his fellow principals felt that he deserved his office, so did the board of education. He did not get the place by political machination, nor hold it by "influence," he was worthy of it. It was a surprise to many that he led off in the movement for higher pedagogical instruction; for usually men holding the position of principal fold their arms contented with the world and themselves. Not so with Dr. Abbott; he took the position that the teacher is never too old to learn—the right position.

I have heard him officiate in the Episcopal church and sometimes thought he was cut out for a minister. He felt deeply the desire to benefit people both old and young. He will be long remembered.

A PRINCIPAL.

### German Industrial Progress.

(Continued from page 91.)

and masons; the machine school; the hand-workers' continuation school; the town industrial school for girls—these are among the excellent institutions of this Prussian town. In all these schools there is a great deal of attention to general as well as to special culture with the result that the Prussian workman is an artist in the shop and a gentleman in society.

### Culture Value of Practical Studies.

In Austria particularly this interplay of the general and the special is to be noted. Technical education has not had the effect of training up a generation of narrow specialists. Conversation in the train or in the café shows the traveler at once that the Austrian artisan is better trained intellectually than the average English workman. The Austrian can talk interestingly about the history of his country and any special interest attaching to his locality; very often, too, he shows a well-instructed interest in literature and art. The number of Austrian people who are well informed in artistic, literary, and scientific subjects is remarkable. In a middle-class Austrian household the talk very easily passes from business or ordinary life to topics of broad, general interest. The good housewife turns out to be an excellent musician. The daughters have studied art with some seriousness. The father is ready to talk Spencer or Lotze or Nietzsche.

"The bread and butter studies" are not brutalizing the Austrians. Artistic and humane studies go hand in hand with the best results.

The facilities offered in the smallest towns of Austria are such as to make an Englishman jealous for his own rural districts. The artisan in the great English towns with opportunities of working in the big shops, has perhaps as good chances as the continental artisans of seeing the highest types of work executed, even tho he is called upon to exercise only some small portion of the great whole. But in the lesser towns the apprentice must plod on, machine-like, turning out copies of second or third-rate work and knowing nothing of the art and soul of his craft. Thus the art power and innate productiveness of all these craftsmen are left dormant and undeveloped. In Austria, on the contrary, the man of artistic nature has every chance of development. The nation is enriched by his work, the whole productiveness of the country is increased and the quality of its industrial output is raised.

The description of conditions in cities of Germany such as Dresden and Leipzig shows that everywhere there is educational progress. In many places funds are provided for the purpose of sending professors on journeys of inspection and inquiry.



## Educational Outlook.

### The Power of Opinion.

PRINCETON, N. J.—Pres. A. T. Hadley, of Yale, in giving the Trask lecture at Princeton, brought out very forcibly his thought on "Government by Public Opinion." In the education of public sentiment he finds the solution of a great many difficulties. Over-legislation has become a crying evil of the times.

Public opinion, he says, must be distinguished from self-interest. Very much of the opposition to trusts is not a matter of conviction at all; it comes from people who object to trusts because they are not in them. If a man really believes that a trust is a bad thing and would refuse to countenance its proceedings when given a majority interest in its stock, then he and men like him may call their objection public sentiment.

The power of public opinion is nowhere better shown than in army and navy circles in the United States. From the recent investigations into hazing at West Point it appears that organized public sentiment can, with ease, override the most stringent regulations.

### Funds Needed in Chicago.

The annual difficulty of a shortage of ready money for paying Chicago teachers has arisen and has been dealt with. The board of education decided Jan. 11, to ask the city council for permission to issue time warrants for 25 per cent. of the tax levy whenever occasion shall seem to demand that borrowing be resorted to, at the same meeting the financial powers of the secretary of the board, long a fruitful subject of dispute, were defined and greatly curtailed. The signing of all pay checks will be delegated to the new city paymaster.

### Practical Studies in High Schools.

CINCINNATI, O.—Supt. R. G. Boone in his annual report to the union board of high schools makes a plea for revision of the high school curriculum. The percentage of public school pupils who go straight thru the high school to graduation is suspiciously small and suggests that the high schools are not close enough to the needs of the people. There should be more instruction in commercial and industrial lines. Courses in bookkeeping, practical arithmetic, descriptive economics, commercial geography, local and national civics, stenography, history of the great industrial and trade relations, etc., should be added. Besides these provision might well be made for typewriting, sanitation, and sanitary mechanics.

### Teachers at Tampa.

The Florida Teachers' Association brought out about three hundred teachers and superintendents. The guest of honor from the North was Pres. Arnold Tompkins, of the Chicago Normal school, who delivered three addresses. He made a great impression upon the teachers.

The standard of speaking at this meeting was very high. Dr. John F. Forbes, president of Stetson university at Deland; Dr. W. F. Yocum, president of the State Agricultural college at Lake City; Professor Hayes, of the State Normal school, and Professor Cote, of the Jasper Normal school were among the speakers.

Prof. Charles T. Lane, of the Southern Lyceum bureau, a well-known humorist, delighted the convention with his lecture on "The Analysis of Laughter." How a man could keep an audience in a gale of laughter for more than two hours seemed to pass analysis.

Prof. H. E. Bierley, of the West Florida seminary, read a good paper on "The Status and Methods of Child Study." Prof. J. Varn, of Ocala, spoke interestingly of "Nature Study," describing in detail the work that has been started at Cornell university.

The following officers were elected: President, W. M. Holway, Alachua county; vice-president, Mrs. L. B. Mathes, Tampa; secretary, A. A. Simpson, Kissimmee; treasurer, A. A. Murphree, Tallahassee.

### Recent Deaths Among Educators.

LANCASTER, PA.—Joseph S. Hilton, for forty-two years a school teacher in Lancaster and Chester counties, died Jan. 9, of heart failure.

### Death of Father Doherty.

Rev. Daniel A. Doherty, S. J., prefect of discipline in Boston college, died on January 15 in the Carney hospital. He was a native of Boston, was educated in Boston college, The Society of Jesus, Frederick, Md., and Woodstock college, Md. He taught most successfully for five years in St. Francis Xavier's, New York, and Holy Cross college, Worcester; and in 1892 became professor of sophomore and prefect of schools in Boston college. In 1894, he became prefect of studies in Holy Cross college, but in the last summer, he returned to Boston college.

## New England Notes.

BOSTON, MASS.—The school board organized on January 14 by the re-election of Dr. William J. Gullivan as president, and Thornton D. Appollonio as secretary. At an adjourned meeting on the 17th, the president appointed the several committees called for by the rules, so completing the organization for the year.

About one hundred and fifty former pupils of the Franklin school renewed old associations on the evening of the 17th, the birthday of Benjamin Franklin, from whom the school takes its name, in the old school building on Washington street, now used by two posts of the G. A. R. President William P. Jones presided and gave an interesting account of some of the old masters of the school and their ingenious devices of punishment for obstreperous boys. Sometimes, the little finger was squeezed by a bent rule until blood flowed; at others, the teachers simply pushed the pupil off the seat and allowed him to fall to the floor. Quill pens were used and were sold to the boys, and skill in making and mending pens was a necessary qualification of the teacher.

Miss Martha J. Webster, who was graduated in 1857, read a composition that she wrote in that year and read as a school exercise.

The master of the school, Mr. H. D. Newton, gave a very interesting sketch of Mr. Granville B. Putnam, the late master, who died about a year ago.

January 17 is observed as "Founder's Day," by the University of Pennsylvania, and so on the first birthday of the founder in the new century it was peculiarly appropriate that the New England alumni should have a reunion at the University club, with Provost Charles C. Harrison as the guest of honor. He carefully sketched the changes which have lately come in the university, particularly those which tend to make the college still more the central feature of the university, as shown in the erection of dormitories and club houses. These have cost some \$800,000, all met by contributions. The gifts to the university between 1894 and the present have exceeded all received from Franklin's day up to that year.

An interesting exhibit was a book printed by Dr. Franklin, in 1757, containing an account of the first commencement, with the names of six young men as graduates, one of whom was John Morgan, the founder of the medical department.

Prof. William T. Sedgwick brought the welcome of the Institute of Technology, the president, Dr. Pritchett, being ill, and he called attention to the relations of the two institutions thru the founder of the institute, Dr. William B. Rogers, a native of Philadelphia. Prof. Sedgwick spoke particularly of the place of the universities in stemming the tide of materialism which seems to be sweeping over the land.

Prof. Hollis, of Harvard, in a humorous vein, brought the congratulations of that university.

### Dartmouth Boys Reunion.

On the same evening, about one hundred and seventy-five Dartmouth boys, ranging in age from twenty to eighty-five, sang college songs and enjoyed themselves generally, in the Vendome. President Charles W. Bartlett, of Boston, presided, and President William J. Tucker was the guest of honor. He was given a royal welcome, and he discussed some of the problems of modern education. He emphasized the fact that the college does not show its product until twenty years after the boy has graduated, so that the training must be suited to the needs of a coming generation rather, than to those of the present. He announced that he has secured \$30,000 towards a memorial hall.

Prof. Henry W. Hone stirred the boys up by his statement that four ideals had touched his life; his mother taught him to be a Christian; his alma mater, the University of North Carolina, made him a gentleman; Harvard university, where his post-graduate studies were pursued, showed him the way to become a scholar; but after these, and necessarily following them, Dartmouth, where he went as a young professor, had taught him how to become a man. He held that the strength of Dartmouth lies in her devotion to an idea, one written large in her life, that of altruism, not practicality. The typical Dartmouth man, if he can be found, is asking, "What service can I render to the world?"

Three things may disintegrate a college: size, cliques among students, and indifference on the part of the alumni. But as yet, none of these has reached the old college.

An interesting feature connected with the year at the college that was emphasized at the reunion is that this year is the centennial of the graduation of Daniel Webster, the college's most famous alumnus, and special notice is to be taken of the anniversary at the time of the commencement. During the eight years of Dr. Tucker's administration, the college proper has grown from 327 students to 651, and the faculty from 22 to 46. The income bearing funds have increased from \$986,000 to \$2,300,000, in the same period.

### Report of the State Board of Education.

The sixty-fourth annual report of the State Board of Education, issued on January sixteenth reviews the progress in education during the century just closed and gives some cautions for the future. The most marked feature of that progress has



been the development of the public school system, culminating in the high school. In all the steps of this progress, Massachusetts has led. The arbitrary attitude which the colleges once manifested towards the high schools has been changed to a spirit of friendly co-operation. But the first danger to be guarded against is found in the application of the elective system to the high schools, lest it become a means of avoiding an education in the place of obtaining one. While the course should be sufficiently elastic and flexible to meet individual needs, the choice of studies should not be determined by the caprice of boys and girls.

The board recommends that some steps be taken to secure proper supervision of normal instruction; and that the proposed mill tax to increase the fund be dropped, since the increase of the fund to \$10,000,000, by the proceeds of the sale of the Fitchburg railroad stock renders the additional tax unnecessary.

#### Cambridge Notes.

CAMBRIDGE.—The school committee organized on January 11 with the mayor presiding, and the several committees were appointed, Professor Taussig, of Harvard university, being chairman of that on the high schools.

The faculty of Harvard university has announced the names of 105 men who are entitled to degrees with honors, and commencement parts. This distinction belongs only to those who have the grades A and B in nine or more courses, and at least C in all others required for admission to the senior class.

Several new courses have been announced for the second half year, the most important being in the department of economics. Professor Hanus has added a library of about 3500 representative text-books to the equipment of the department of education. These books have been furnished for inspection by the publishers, and they are open to the students in the department, and to all students in the summer schools.

Dr. Gaillard T. Lapsley and Mr. Joseph P. Warren, instructors in the university, have been appointed to fill the vacancies in Leland Stanford, Jr., university, California, caused by the resignation of Professors Howard and Spencer, and they left for their new positions on January 17th. Dr. Lapsley was graduated at Harvard in 1895, and he then went abroad and studied for his degree of Ph.D., becoming an instructor in history, at Harvard in 1900. Mr. Warren is a native of Boston, and after graduation was for a time at the University of Pennsylvania, and he was to receive the degree of Ph.D., this summer. Last year he was an assistant in history, and this year in government.

CAMBRIDGE, MASS.—An exhibition race between two students astride of inomotors, Dr. Sargent's new physical exercise machine, took place recently at the Fogg Museum, Harvard university. The machine worked very successfully and elicited admiration from the large audience. The inomotor was described at length in THE SCHOOL JOURNAL, Jan. 5, 1901.

#### Newton Board Organizes.

NEWTON.—The school board organized on January 14, by choosing Mr. Frank T. Benner, chairman, and Mrs. Mary E. Sherwood, secretary; and the several committees were appointed. Miss Fannie T. Sherman was appointed assistant in the Bigelow school, with a salary of \$650. Miss Edith M. Grigor was also appointed to the Wade school, on probation; Miss Alice E. Hinkley as primary grade assistant; Miss Mabel P. Lane, high school assistant; Miss Nellie Dorney, assistant to primary grade; Miss Nellie Coolidge, as unassigned grammar grade teacher, and Miss Maud Sullivan, unassigned primary teacher, all on probation.

#### School Savings in Brookline.

BROOKLINE.—A system of penny savings has been in vogue in the schools for some time, thru the sale of stamps. Miss Mary Adams, assistant to Superintendent Aldrich, has now taken charge of the work, and by depositing the proceeds where interest can be secured, the system is expected to be nearly or quite self-supporting. It certainly results in great benefit to the pupils, as it develops a spirit of saving. The stamps are sold to the children in denominations of 1, 2, 5, 10 and 25 cents, and they are pasted on a card printed for the purpose.

#### Other New England Notes.

LYNN.—It has been announced that the Berkeley scholarship at Yale university has been awarded to Albert W. Van Buren, class of 1901, of this city. This is the oldest scholarship at Yale and yields the student about \$70.

NORTHAMPTON.—Miss Laura D. Gill, A. M., a graduate of Smith college, has been chosen dean of Barnard college the Woman's college of Columbia university, to succeed Mrs. George Haven Putnam, who resigned about a year ago. Miss Gill was among the first to volunteer as a nurse at the opening of the Spanish war, and was sent to Tampa, Florida, on June 30, 1898, in charge of the first detachment of nurses sent by the Red Cross auxiliary under Mrs. Whitelaw Reid.

WEST BRIDGEWATER.—About a dozen new pupils entered Howard seminary, at the opening of the winter term. Some are graduates of other schools, who will take special studies,

and there are several young pupils attracted by the home features of the seminary.

MILTON.—The Alfred Barnes Palmer scholarship, at Yale university, has been awarded to Harry Strong Huntington, Jr., of this town. The conditions of the scholarship are that the student shall be of unexceptional character and high rank, and it furnishes him the income of \$5,000.

EXETER, N. H.—Nathaniel Gordon, Esq., a citizen of the town, has just presented Phillips Exeter academy a sum of money to stimulate interest in the study of the Bible. A part is made a temporary fund to furnish five prizes, varying from \$5 to \$25, to be awarded annually to the students showing the greatest interest and proficiency in the study, and to provide some compensation for the instructor. The remainder is set apart as a permanent fund, to accumulate until it reaches \$100,000, when the two will be combined, and an instructor will then give his time to teaching Biblical subjects bearing upon religion and the results of explorations in Eastern countries.

HANOVER.—Mr. Marshall P. Thompson, of Boston, has been appointed resident lecturer for the year 1901, in the Tuck School of Administration and Finance, on "Legal Conditions of International Trade."

PROVIDENCE, R. I.—Prof. McDonald, of Bowdoin college, Brunswick, Me., has been chosen professor of history, to succeed Professor Jameson, who goes to Chicago at the end of the current year, and he will commence his service in September.

The University club has issued its first "Club Book," which shows a membership of 329, all college graduates, distributed among twenty-five institutions. Brown leads, of course, with 187 members, and Harvard comes next, with thirty.

NEW HAVEN, CONN.—Hon. Whitelaw Reid will be the Isaac Bromley lecturer in Yale university this year. The lectures will be given on February 25 and 28.

President Booker T. Washington is to be one of the Dwight hall lecturers, and Mrs. Ballington Booth, of the Salvation Army, another. These lectures will be given in March.

Hon. David J. Brewer, associate justice of the United States supreme court, is the Dodge lecturer of the year. He will give six lectures, beginning on February 11, on "The Responsibilities of Citizenship."

A remarkable step has been taken by the College church. Hitherto, it has been limited to undergraduates of the Congregational denomination, tho its title has been "The Church of Christ in Yale College," for more than a century. Now it has been thrown open to all denominations alike, and a committee has been appointed to draft a form of admission to accord with the breadth of its present status.

NEW HAVEN, CONN.—The board of education will receive sealed proposals until Feb. 8, 1901, for architects services in preparing plans, specifications, estimates, designs, and all professional services for the proposed new school at the corner of Cedar and Gilbert streets.

ATTLEBORO, MASS.—The Parmenter family has a grievance against the selectmen of this town. Thirty years ago a corner of the Parmenter farm was taken for a school site. The owner objected at the time, but did not go to law. A school-house was built which has lately been supplanted by another. Now, after all these years, the Parmenters have sent in a claim to the property, and are moving heaven and earth for justice.

NEW HAVEN, CONN.—A proposition has been started and received with some favor to secure, if possible, the bones of Elihu Yale, now resting in England. A prominent Yale alumnus has written to the college papers urging that the proper place for the remains of the founder of the university is in a tomb on the Yale campus. The time is most opportune in view of the approaching bi-centennial celebration.

ANDOVER, N. H.—Proctor academy, conducted by the Unitarian Educational Society, was burned Jan. 13 at midnight. The building contained the town and school libraries, both of which were destroyed. The origin of the fire is unknown. The value of the building was about \$8,000.

NEW HAVEN, CONN.—Henry I. Root, a student of exceptional ability in the sophomore class at Yale, committed suicide January 18, by taking carbolic acid. His body was found in a vacant lot in the outskirts of the city.

#### THE SCHOOL JOURNAL

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## New York and Vicinity.

The annual dinner and reunion of the society of Doctors of Pedagogy, comprising the doctorate alumni of the School of Pedagogy, will be held at the Marlborough hotel, New York, Saturday evening, January 26. Dr. John Dwyer, principal of Public School No. 8, is the president of the society.

Dr. F. Montser, Ph.D., (Vienna), Pd.D., (New York), has been elected to a full professorship in the School of Pedagogy, New York university. Dr. Montser is an instructor in mathematics in the DeWitt Clinton high school, New York, and has for several years been a lecturer in the School of Pedagogy. His works in sociology and its bearing upon education has attracted many serious students to his course.

Prof. Montser will continue his work in the Boys' high school as heretofore. His election to a full professorship in the School of Pedagogy is complimentary, in the sense that it entails no more work than he has been carrying.

Cards are being circulated, addressed to New York City members of the legislature, to be signed by voters only, requesting that each member do all in his power, by vote and by influence, to prevent radical changes in the laws governing the public schools, particularly those relating to teachers' salaries and to the teachers' retirement fund.

Prof. E. F. Buchner, of the department of psychology, New York university, has been elected an honorary, foreign member of the new French Société Libre pour l'Etude Psychologique de l'Enfant, of which Professor F. Buisson, of the Sorbonne, is the president.

The past week has been full of interesting meetings, among others the dinner of the Male Teachers' Association, the meeting of the New York Educational Council, and the meeting of the Principals' Association. Reports of these will appear in next week's SCHOOL JOURNAL.

### Gov. Odell on Charter Revision.

The governor of the state has sent a message to the legislature of criticism of the proposed charter of Greater New York.

Economy, such as will meet the expectations of the taxpayers of New York, has been less regarded by the charter revision committee than the details of the various administrative duties of the departments. The first need is that the legislature shall make such changes as will compel greater economy in the administration of the affairs of the city of New York.

This as a general proposition. Regarding the schools, Governor Odell objects to that portion of the revised chapter which permits the board of aldermen to determine the salaries to be paid to school teachers. Thru this measure the schools will be thrown into politics and their efficiency impaired. The fixing of the salaries should be left to the local boards, subject to review by the central board of education. The maximum and minimum amounts to be paid to any teacher ought to be fixed by the legislature.

### Opinions of Legislators.

Prominent New York city members of the legislature who have been interviewed regarding the governor's message are for the most part in agreement with him.

Senator Elsberg expressed himself as greatly pleased with the recommendations. He objects, however, to the provision in the charter that the board of education shall have power to establish separate schools for colored children. He was author of the bill which abolished the so-called "colored" schools, and he has seen no reason to change his attitude.

Senator Wagner, of Brooklyn, agrees with the governor in regard to giving the board of education control of the teachers' salary schedule. He is opposed, however, to any scheme tending to centralize school power in Manhattan borough and will vote for any measure that looks toward decentralization.

"Startling in their excellence," is the phrase used by Senator Marshall, of Brooklyn. Assemblymen Price and Colton, of Brooklyn, declare that they will oppose every provision that tends towards centralization.

### Brooklyn Opposed to Revision.

"Bitterly as I opposed the Davis bill, and bitterly as I am still opposed to many of its provisions," said Pres. Charles E. Robertson, of the Brooklyn school board, at a meeting of citizens gathered in the rooms of the Manufacturers' Association, "I will stand for the Davis' law to-day and will appear before the state legislature rather than see this thing known as the educational chapter go thru."

Continuing, Mr. Robertson said that the new charter is directly opposed to the educational interests of Brooklyn borough. Since consolidation the city across the East river has always been in the position of a resisting minority. This proposed measure provides for a board of education with Manhattan and the Bronx in a majority and fails to safeguard the local interests of Brooklyn, Queens, and Richmond.

Borough Supt. Edward G. Ward also expressed the opinion that the new charter is bad from beginning to end.

### Language Teaching.

Associate Supt. A. W. Edson gave the first of his series of six lectures in oral and written language under the auspices of

the New York Society of Pedagogy, Jan. 19. He spoke in part as follows:

Results in the teaching of English in elementary schools are not satisfactory, and are not likely to be so for a long time to come.

To the colleges belongs the credit of leading in the demand for improvement in the teaching of English. The college requirements have been gradually raised; the high schools and academies have thereby been stimulated; a demand has been created that the elementary schools send their pupils better prepared to the high schools.

The great need is that teachers in elementary schools should be ready to receive suggestions, to stand in the attitude of learners. Good English can come only as the result of close application and intelligent study.

Language is an instrument of thought and a medium of expression. Language training ought to be both written and oral. It is therefore proper that instruction in language should extend into every subject of the school curriculum.

There are many helps of which use should be made. Such are: (1) material for exciting thought; (2) good pens, ink, and paper for all written work; (3) good reference books for consultation regarding ordinary matters of fact.

So far as methods are concerned Mr. Edson made the following suggestions: (1) Teach methodically with a definite time and plan; (2) study good models and give good models in form and in content; (3) search for weak points, such as mispronunciations, incorrect spelling, slang, vulgarity, affectation; (4) lead pupils to be thoughtful and critical of their own work; (5) encourage originality of thought and expression; note and commend it. (6) Keep specimens of the best work, in divided and complete sets, as a matter of encouragement to the pupils.

### High School Teachers of German.

The New York Association of High School Teachers of German opened auspiciously; its first meeting last Saturday, at the School of Pedagogy, Washington square north, was attended by about one hundred teachers from New York city and vicinity. The principal address was delivered by Prof. Calvin Thomas, of Columbia university, upon the topic, "How is the Lesson Hour in German to be made most profitable to the Beginner?"

Professor Thomas has had opportunities for observing the instruction in German in a great many schools, East and West. He is widely known as an author of text-books and as the chief contributor to the famous "Report of the Committee of Twelve on Modern Language Instruction."

Professor Thomas disclaimed at the outset any intention of recommending one best method of teaching this or any other subject. The method must always be conditioned by the temperament of the teacher, the circumstances of the learner, and the particular object in view. For the high school the so-called "practical" point of view must be supplanted by a striving after the real educational and culture value of the subject. "The most 'practical' thing in the world," the speaker said, "is a well-trained mind."

He dwelt on the point that speaking a foreign language is a matter of technique, which, like any other technique, can be acquired only by much practice. The conditions of the school-room, however, make it absolutely impossible to give the individual pupil anything like the necessary amount of practice; hence, the attempt to train the pupils in our high schools, where classes are large and time very limited, to speak German or any other foreign language is fore-doomed to failure. This does not mean that oral work is to be entirely neglected, but that it is to be treated rather as an important incidental than as the chief object of instruction.

As to the kind of conversational work to be done, the speaker had some valuable suggestions to offer. Of all possible kinds of such exercises, that which aimed to provide conversational practice by making German the vehicle of instruction in the teaching of German grammar seemed to him the most wasteful, because the vocabulary of German grammar is highly artificial, in fact almost as technical as that of chemistry. The pupil will never hear or use it outside of the classroom.

The discussion which followed the address was very animated. Among those who took part were Dr. Max Thomas, of Mt. Vernon; Miss Büttner and Mr. Leslie of the Newark high school; Drs. Kayser, Bernstein, Stollhofer, and Mr. Baumeister of DeWitt Clinton High School; Mr. Edward Althaus of the Peter Cooper high school; Mr. Kauffman, special teacher of German.

The next meeting of the association will be held on the third Saturday in March. All who are interested in the teaching of German are cordially invited to attend.

### The Ottendorfer Fellowship.

A committee is at work raising funds for a fellowship at New York university in honor of the late Oswald Ottendorfer who founded the Germanic library at the university. About \$5,000 has already been raised. It is designed to establish a fellowship to be awarded by the authorities of the university to the graduate of an American college who shows himself most proficient in Germanic literature and philology. The income of the fellowship will be about \$800 a year if the entire plan is carried out successfully.



**Building Activity in Queens.**

Ninety-seven class-rooms with a seating capacity of 3,980 have been added during the past year. Eleven buildings are now going up with seatings for 5,570 pupils. Still the cry is, More school-houses. Supt. Stevens has recommended the erection of three new buildings, including a high school and four additions in Long Island City; four new buildings and three additions in Newtown; one new building and one addition in Flushing.

Supt. Stevens also recommends that the kindergarten system be extended, with not more than thirty pupils to a class. All existing high school departments should, he contends, be abolished and several separate high schools be established in central localities.

**Loving Cup for Mr. Gilbert.**

NEWARK, N. J.—The kindergartners of Newark treated the retiring superintendent to a very pleasant surprise last week. While their regular meeting was supposed to be in progress at the normal school, Mr. Gilbert was sent for by messenger on the pretext that a school commissioner desired to talk with him. Upon his arrival at the normal school Supt. Gilbert found himself greeted with unexpected applause. He was brought into the meeting and, after some appropriate singing and other social features, he was addressed in a neat little speech by Miss Laura Morris, who on behalf of the assembled kindergarten teachers presented him with a loving cup. Mr. Gilbert thanked the teachers not only for the evidence of their friendship and esteem, but for their valuable efforts in putting the kindergarten system upon a high plane.

**Philadelphia News Items.**

Mr. Caleb C. Tyndall, for upwards of ten years superintendent of schools in Kent county, Delaware, has been elected principal of the West End Consolidated school for boys and girls. Mr. Tyndall came very highly recommended and the school committee was so anxious to get him that they secured a suspension of the service rules. As a candidate, Mr. Tyndall was eligible in every particular except that he had not taught three years in Philadelphia schools.

**For Decennial Vacation Year.**

One of the most popular features of the bill prepared for the legislature by the Citizens' Education Commission is the proposition that teachers who have served successfully ten years and been put upon the permanent employment rolls shall have a vacation of one year. This must, however, be spent in travel or in study at some educational institution. Each subsequent tenth year of service the teacher may so take off. During absence the teacher will be entitled to full pay, minus the pay of a substitute.

**Improvement in Drawing.**

A report on the state of the drawing in the Philadelphia schools has been prepared by Director William A. Mason at the request of the board of education committee on drawing. A historical sketch is given of the work that has been done since the present director was appointed in 1892. At that time geometrical drawing of a very mechanical sort was in vogue. Methods seemed to be hopelessly faulty.

Until last year the director carried on the work of supervision of all the schools of the city, single-handed. The situation was somewhat relieved in 1899 by the appointment of three assistants. These assistants are assigned to the primary grades, each having upwards of 720 classes in about eighty different schools to supervise, while the supervision in the 120 or more grammar schools is still conducted by the director. With such a number he can get to each school only about once a year. Of course this is deplorably infrequent. The corps of assistants ought to be increased to six.

The exhibition of pupils' work in drawing, held in the offices of the superintendent last fall, showed the remarkable improvement in the subject during the last eight years. The exhibit received great praise from educators. Illustrated articles on it appeared in several of the daily papers and in *Art Education*.

**Decrease in Night School Attendance.**

Something is the matter with Philadelphia night schools. The attendance since the re-opening after the holidays has fallen off greatly, and the committee in charge has been constrained to order the closing of upwards of one hundred classes. This means the dismissal of nearly that number of teachers. A dropping off in the attendance is always looked for during the holiday season, but there is generally a marked increase about the second week in January.

It is probable that the committee on night schools, in view of existing financial complications, may have been very glad to be able to close up a number of classes. Nobody knows yet how much money there will be for the night schools too it is expected that \$25,000—less by \$5,000 than the insufficient grant of last year—will be appropriated by the common council.

**Gifts to U. of P.**

The will of Mrs. Jane Eleanor Welton has been filed and found to bequeath two-thirds of her large property to the University of Pennsylvania. The bequest is to go to the museum of sciences and arts at the university. All Mrs.

Welton's valuable paintings, engravings and photographs are included in this gift.

A curious feature of the will is that if any of the legatees contest the will the bequest to that person is immediately revoked.

**Interesting Notes from Everywhere.**

CLEVELAND, O.—Pres. Charles F. Thwing, of Western Reserve university, returned Jan. 5, from California, where he went early in December to fill a number of appointments to speak before educational gatherings. En route he stopped in Colorado, speaking before the students of the State University at Boulder. In California he delivered addresses before the University Extension Society at Pasadena, the County Teachers' Association at Los Angeles, the Southern California Teachers' Association at Fresno, and the State Teachers' Association at San Francisco. At the last place Dr. Thwing gave one address on each of three days.

The proceedings of the seventh annual convention of the International Kindergarten Union held at Brooklyn last April have been printed and distributed. The Brooklyn meeting was remarkable for the number of strong addresses given, so that the present volume is a much more valuable compilation than the generality of such documents. The discussion of the Froebelian gifts was especially thoroughgoing and conclusive.

The Teachers' Manual and Course of Study for the state of Washington, which is issued every five years, has come from the printer. It is the work of State Supt. Frank J. Browne, upon whom it reflects great credit for the comprehensiveness and helpfulness it displays. An especial effort is made to reach the rural schools thru information and suggestions as to what is being done in the graded schools. Among other excellent features there is a well-arranged course in patriotism, containing flag salutes, Memorial day exercises, national anthems, and selections for memorizing.

DUQUESNE, PA.—The school board has purchased land for a new high school, which will shortly be erected at a cost of about \$50,000.

SAN FRANCISCO, CAL.—There will be no commercial high school—at least while the school board retains its present frame of mind. Supt. Webster recommended the establishment of such a school, but the board practically tabled the proposition by simply adding a commercial department to the Lincoln grammar school.

SHEBOYGAN, WIS.—The board of public works has accepted the new high school building just completed, at a cost of \$35,000. The formal opening took place January 14, with State Supt. L. D. Harvey as the principal speaker.

BUFFALO, N. Y.—No principal will be appointed until the end of the present school year for School No. 57, succeeding the late Francis J. Smith. Mr. Vincent Bezhynski, the assistant principal will remain in charge.

ROCK ISLAND, ILL.—E. C. and J. A. Ericsson have given to Augustana college several acres of coal lands valued at \$30,000, the income from which is to be used to support a professorship of the Swedish language.

LAKE CHARLES, LA.—Pres. John H. Poe, of the parish board of education, will advertise for bids for the erection of a modern school-house in the second ward. Lake Charles is growing rapidly and the schools are suffering from overcrowding.

TRENTON, N. J.—The Trenton art school is new under the supervision of Mr. John Ward Stimson, who was for many years director of the Artist-Artisan institute, New York. The evening classes, which are free, are run by special arrangement with the board of education as a part of the school system.

ANDALUSIA, ILL.—This township is going to try the plan of consolidation. Two outlying school-houses will be abandoned and all the pupils of the township will be brought to the village school. A system of transportation will be arranged for.

MADISON, WIS.—The law school of the University of Wisconsin has been closed on account of a smallpox scare. One student has been stricken with the disease. Over 300 students were exposed.

SYRACUSE, N. Y.—Chancellor J. R. Day has announced that a "friend" of the university will give \$400,000 conditional upon a like amount being raised. No time limit is set.

COLLIERVILLE, TENN.—Miss Maud Moore, the newly elected school superintendent of Shelby county, has been sworn into office. She is the first woman to hold the position.

The records of the United States circuit court for the District of Massachusetts show that a suit in equity has been commenced against the town of Framingham for the infringement of Patent No. 556,565, granted to Warren L. Starkey for improvements in school desks.

The school desks, which are the basis for this suit are known as the "Fidelity" school desks, and were made by the J. M. Sauder Company, of Marietta, Pennsylvania. The bill of complaint was filed December 26 last, and is returnable the first Monday in February next.

When you need medicine you should get the best that money can buy, and experience proves this to be Hood's Sarsaparilla.

## PROGRAM.

## Department of Superintendence National Educational Association

University Hall, Fine Arts Building, Chicago, Ill., February 26, 27, 28, 1901.

## OFFICERS.

President, L. D. HARVEY, Wisconsin.  
 First Vice-President, A. K. WHITCOMB, Massachusetts.  
 Second Vice-President, W. F. SLATON, Georgia.  
 Secretary, F. B. COOPER, Utah.  
 Headquarters, AUDITORIUM HOTEL.

## Program.

## Tuesday, February 26, 9:30 A. M.

"Gospel of Work."

Supt. E. G. Cooley, Chicago, Ill.

Discussion opened by Supt. John H. Phillips, Birmingham, Ala.

"Education at the Paris Exposition."

Howard J. Rogers, director of education and social economy, United States exhibit for the Paris exposition.

"Should the Department of Superintendence memorialize the board of directors of the National Educational Association to appropriate the sum of \$1,000 for each of the next five years, to be expended in promoting the cause of simplifying our English spelling, under the direction of a commission to be named by this body?"

By vote of the department at the meeting in 1900 the foregoing question is assigned a place on the program for discussion.

Discussion opened by E. O. Vaile, Oak Park, Chicago, Ill.

General discussion.

## Tuesday, 2 P. M.

"The Past and Future Work of the Department of Superintendence."

Supt. J. M. Greenwood, Kansas City, Mo.

Discussion opened by State Supt. Nathan C. Schaeffer, Harrisburg, Pa.

General discussion.

"Historical Sketch of the Department" (to be presented in print).

Prepared by Dr. E. E. White, Columbus, Ohio, by request of the president of the department.

"Medical Inspection of Schools."

W. S. Christopher, M. D., Chicago, Ill.

Discussion opened by Supt. Henry E. Kratz, Sioux City, Iowa.

## Tuesday, 8:15 P. M.

Address—"The Use and Control of Examinations."

Pres. Arthur T. Hadley, Yale university, New Haven, Conn.

## Wednesday, February 27, 9:30 A. M.

"Report of Work in Manual Training in the Elementary Schools of Detroit, Mich."

J. H. Trybom, supervisor of manual training, Detroit, Mich.

"The Progress and Aims of Domestic Science in Chicago."

Prin. Henry S. Tibbitts, Chicago, Ill.

"Report of Work in Manual Training in the Public Schools of Menomonee, Wis."

Supt. Judson E. Hoyt, Menomonee, Wis.

"Possibilities of Manual Training for Moral Ends."

R. Charles Bates, Supervisor of manual training, Tome institute, Port Deposit, Md.

General discussion.

## Wednesday, February 27, 2 P. M.

Round-table of City Superintendents in Large Cities.

Leader—Supt. F. Louis Soldan, St. Louis, Mo.

General Topic—Organization of the Work of Inspection and Supervision thru Assistant Teachers and Principals, so as to Reach the Grade Teacher.

1. Character of inspection necessary to determine needs of individual teachers—thru whom and by what means secured?

2. Assistance and guidance for individual teachers. What? By whom? How?

3. The superintendent's function in securing needed assistance and guidance for the individual.

4. Meetings of (a) assistant superintendents, (b) principals, (c) teachers by grades, (d) teachers of single subjects, (e) entire teaching and supervising force. Purposes and character of work in each class of meetings. Function of the superintendent in organizing the work for these meetings.

Discussion opened by Supt. Lewis H. Jones, Cleveland, Ohio.

Round-tables of City Superintendents in Small Cities.

A.

Leader—Supt. L. E. Wolfe, Kansas City, Kan.

General Topic—The Work of the Superintendent in Small Cities in Developing Greater Efficiency in the Teaching Force.

I. What must the superintendent do to insure the advance-

ment of pupils thru the grades along a straight, rather than a broken line of progress.

(a) With new teachers.

(b) With teachers of experience in the local system of schools.

2. Necessity for grade teachers knowing the purpose, scope, and plan of work in grades higher and lower than her own. How to secure the acquisition of this knowledge by those needing it.

3. What knowledge of the grade work should high school teachers have? Why? How secured?

4. Means for increasing power of individual teachers in testing, teaching, drilling, and in the proper assignment of the lesson.

Discussion opened by Supt. A. K. Whitcomb, Lowell, Mass.

B.

Leader.—Superintendent Wm. J. Shearer, Elizabeth, N. J.

General Topic.—Grading for Efficient Organization in the Interests of Pupils.

1. How can grading be made a means of efficient organization without sacrificing the interests of individuals?

2. Should examinations be given primarily for grading purposes, and secondarily for training purposes or primarily for training, and incidentally for grading? If the latter, how secured?

3. Possibility of greater freedom of movement of pupils from grade to grade thru increase of individual instruction.

4. Could three additional teachers in a school of eight grades give individual instruction to pupils in those grades sufficiently valuable to warrant the increased expense?

Discussion opened by Supt. E. M. Coleman, Fort Dodge, Iowa.

C.

Leader.—Supt. T. A. Mott, Richmond, Ind.

General Topic.—Correlation of High School and Grammar Grade Work.

1. By carrying some of the high school work into the grammar grades, and extending some of the grammar grade work into the high school.

2. By introducing departmental teaching into the grammar grades.

3. How far should college entrance requirements control the teaching of literature in the high school?

Discussion opened by Supt. F. D. Boynton, Ithaca, N. Y.

D.

Leader.—Augustus S. Downing, Teachers' Training School, New York.

General Topic.—Literature in Grades Below the High School.

1. What knowledge of literature should pupils have before completing eighth grade work?

2. When should the teaching of literature be begun in the grades, and how organized so as to make it continuous, systematic, and valuable for knowledge; for power in appreciation, thought, and expression; and for the development of ideals, taste, and love for good literature?

3. What material is needed, and how can it be made available?

Discussion opened by Miss Mae E. Schreiber, library department, state superintendent's office, Madison, Wis.

Round-table of State and County Superintendents.

Leader.—Lewis D. Bonebrake, state commissioner of common schools, Ohio.

1. The state superintendent and the law-making department.

2. The state superintendent and the educational sentiment of his state.

3. Consolidation of schools and transportation of pupils.

4. The rural high schools.

5. Township and county libraries.

6. How to utilize the state teachers' reading circle.

7. The school revenues, their source and their distribution.

8. State normal schools, their strong and weak points.

9. The county teachers' institute.

10. Recent school legislation—reported by each superintendent present.

## Round-table of Training Teachers.

Leader.—Miss Isabel Lawrence, St. Cloud, Minn.

General Topic.—Observation of Experts as a Means of Training: Its Value and Limitations.

I.

What are the elements of skill in teaching most easily gained from observation? What are some of the elements of skill which elude observation?

II.

What are the advantages or disadvantages of observation under the following conditions:



1. The observer is assigned a definite time and place for observation, and is then left entirely undirected. He keeps no record of his observations, and he takes no part in subsequent discussions of the work observed.

2. The observer is directed by outlines under which he is expected to write out his observations which are no more or less critically examined by the training teacher.

3. The observer is directed to observe some one special phase of the work, on which he subsequently reports. What gain has resulted in your experience from sending teachers who lack power of discipline to observe good disciplinarians; the slovenly and inaccurate, to observe the accurate and careful, etc.? Which elements of skill does a teacher discover in another teacher—those which he possesses himself or those which he lacks?

4. The observer is left free to note what he considers worthy of mention, but each day there is a comparison of his observations with those of others, and a thoro discussion directed by the training teacher.

### III.

Can observation under any of these conditions reveal the elements of skill in an art, if the observation is not accompanied or immediately followed by practice of the art? What is your opinion of assigning a week's, a month's, or a year's observation before practice work? What should determine the relative amount and time of observation and practice?

### IV.

What is your opinion of placing with the best teachers in the city, high school graduates who intend to teach, allowing the novice to assist in the more mechanical parts of the work? Would these young people catch the spirit of teaching, and gain valuable apperceptive material for their broader training school course?

### V.

Can a school used for practice be a good model school for observation? What advantage or disadvantage is there in the observer's considering the teacher he observes, to be beyond criticism?

Round-table of the National Herbart Society.

President—Charles De Garmo, Cornell university, Ithaca, N. Y.

Secretary—Charles A. McMurry, state normal school, De Kalb, Ill.

1. Essential steps in teaching mathematics in the high school. Algebra—Prin. David Eugene Smith, state normal school, Brockport, N. Y.

2. Concentration and correlation of studies in the Chicago institute—Col. Francis W. Parker, president of Chicago institute.

3. Meeting for reorganization: Time to be appointed at opening of round-table discussion.

Thursday, February 28, 9:30 A. M.

At the meeting of the department in 1900 the following resolution was adopted:

"Resolved that the chair appoint a committee of seven, whose duty it shall be to report upon the teaching of physiology in the schools, especially with regard to the condition and progress of scientific inquiry as to the action of alcohol upon the human system, and to recommend what action, if any, by this department, is justified by the results of these inquiries."

Report of the committee by district superintendent.

A. G. Lane, Chicago, chairman.

General discussion.

"Individual Instruction an Imperative Need in Our Schools."

Supt. John Kennedy, Batavia, N. Y.

Discussion opened by Jesse F. Millsbaugh, state normal school, Winona, Minn.

Election of officers.

Miscellaneous business.

Thursday, 2 P. M.

"A Standard Course of Study for Elementary Schools in Cities."

Supt. R. G. Boone, Cincinnati, Ohio.

Discussion opened by Pres. A. S. Draper, University of Illinois, Champaign, Ill.

"Some Aspects of Public School Training."

Dean L. B. R. Briggs, Harvard college, Cambridge, Mass.

General discussion.

Thursday, 8:15 P. M.

Address—"The Situation as Regards the Course of Study."

Professor John Dewey, Chicago university, Chicago.

On account of the limited capacity of University hall, attendance at the various sessions of the department will necessarily be confined to active and associate members of the N. E. A.

Membership badges, admitting to all sessions, may be obtained of the secretary in the main parlor of the Auditorium hotel. Former active members will have no dues to pay at this meeting; associate members will pay a fee of \$2.00 for the year 1901.

All who are eligible are invited to become active members of the association.

### Railroad Rates and Ticket Conditions.

The Central Passenger Association, the Western Passenger Association, the Southeastern Passenger Association, the Trunk Line Association, and the New England Passenger Association have granted a round-trip rate of one and one-third fare from points within their respective territories to persons attending the meeting of the Department of Superintendence of the National Educational Association at Chicago, Ill., February 26, 27, and 28, 1901.

Tickets will be good for the going trip, February 22, 23, 24, 25, 26, and for the return trip from February 27 to March 4, inclusive.

Tickets purchased on the certificate plan are subject to the following conditions:

*First.*—Each person desiring the excursion rate on the return ticket must purchase, not earlier than February 22, a first class ticket to the place of meeting, for which he will pay the regular fare, and must obtain from the ticket agent a printed certificate of purchase of the standard form, showing fare paid, and route or routes traveled on the going trip. No refund of fare can be expected because of failure of parties to obtain certificates.

*Second.*—If thru tickets cannot be procured at the starting point, the person should purchase to the nearest point where such thru ticket can be obtained, and there purchase to the place of meeting, securing a certificate from the ticket agent at each place where purchase is made.

*Third.*—Tickets for the return journey will be sold by the ticket agents at Chicago, Ill., at one-third the first-class limited fare, to those only who hold certificates as noted above, countersigned by Irwin Shepard, Secretary N. E. A., certifying that the holder has been in regular attendance at the meeting as a member of the N. E. A., and vised by the special agent of the Central Passenger Association or of the Western Passenger Association, who will be in attendance February 27 and 28, until 6 P. M., at the Auditorium hotel.

*Certificates should be deposited with the secretary on the first day of the meeting and called for before 6 P. M. of the last day.*

*Fourth.*—Reduced rate tickets for the return journey will be issued by the ticket agents in Chicago only on certificates procured, countersigned, and vised in accordance with the above directions; and will be available for continuous passage only

(Continued on next page.)

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(Continued from preceding page.)

on the first train after the ticket is purchased. Certificates will not be honored unless presented to the ticket agent and a ticket purchased within three days after the adjournment of the meeting (Sunday not reckoned as a day). Certificates will not be honored by train conductors.

*Fifth.*—The certificates are not transferable. The National Educational Association has agreed to redeem at full fare any tickets found in the possession of a ticket broker for sale, or which have been transferred and used by any one other than the original owner. No concessions on rates will be made in case of failure to secure a duly signed certificate of purchase, or of failure to have the same properly executed at Chicago, February 26 or 27, before 6 P.M.

*Certificates of members only will be countersigned by the secretary.*

*Sixth.*—Early application at the local ticket office should be made by those expecting to attend the Chicago meeting so that the proper instructions and blank certificates may be provided.

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## Interesting Notes.

The Tiber at Rome became swollen by heavy rains, and the water in the Forum was six feet deep on December 2. The Protestant cemetery was inundated, and it was impossible to get within 2,000 feet of St. Paul's Without the Walls. A great landslide occurred on the bank, and the arches of two bridges disappeared. The dwellers in the lower sections of the city were in great distress.

A magazine that has been greatly improved is the *Literary Era*, published by H. T. Coates, Philadelphia. It appears in entirely new dress, doubled in size. Among the good writers who contribute to the January number are John Gilmer Speed, Henry F. Keenan, James Walter Smith and William S. Walsh.

"The Duty of Getting Rich," by Bishop Lawrence, of the Episcopal church in Massachusetts is a notable article in *The World's Work* for January. Bishop Lawrence holds that the old doctrine of the depravity of riches is an economic and religious error.

## California.

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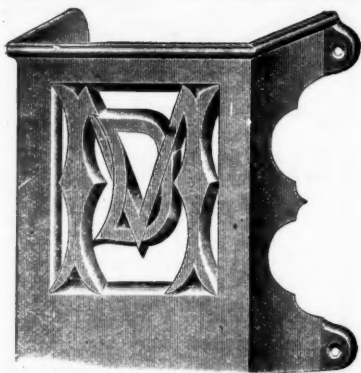
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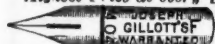
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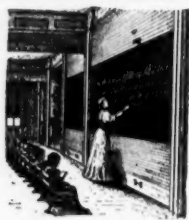
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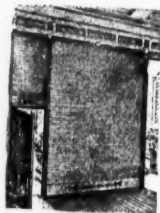
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